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ABSTRACT

The research done on junior colleges by graduate students at Northern Illinois University during 1968-69 is summarized. The seventeen papers reproduced here are those made available in written form by speakers at various conferences on the junior college. The subjects covered include: a commentary on the community college board member, a communications/behavioral approach to the basic speech course, speech courses and programs, the associate nursing program, adult education in the junior college, student unrest, guidance needs, student orientation, student personnel services, student conduct, occupational counseling, financial aid to students, preparation of junior college transfer students, sophomore literature at Northern Illinois University, and new dimensions for a Rhetoric 101 course. (MS)

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SELECTED PAPERS

from

Northern Illinois University

Community College Conferences

1968 - 1969



COMMUNITY COLLEGE SERVICES
NORTHERN ILLINOIS UNIVERSITY

UNIVERSITY OF CALIF.
LOS ANGELES

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CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

October 1969

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Periodically, requests are received by staff members of Northern Illinois University inquiring into the nature of research activities carried on by the university in the area of the community (junior) college. This publication summarizes research in that area completed by N.I.U. graduate students during the years 1968-1969. Because of the rapid changes taking place in the community college field, some of the studies outlined here should be considered in terms of the specific years in which the research was completed.

WILLIAM K. OSILVIE, Director
Community College Services
Northern Illinois University

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Each year Northern Illinois University sponsors a series of conferences on various topics of interest to community college personnel. The topics and speakers involved in these conferences are suggested by an advisory committee to the office of Community College Services and various articulation committees. The papers reproduced in this publication are those made available in written form by the speakers at various conferences.

William K. Ogilvie, Director
Community College Services
Northern Illinois University

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THE COMMUNITY COLLEGE BOARD MEMBER;
A COMMENTARY

Dr. Lyle A. Rachey
Board President
Highland Community College

An individual serving on a community college board is a member of an educational team, a team that includes in its membership individuals representing all facets of the local community college effort. It must function cooperatively as would a well-oiled athletic team. For the purpose of simplifying our discussion, let's compare it to a basketball team. The college president will play center. The faculty and the students we will have playing the forward positions, and the people of the district and the board of the district will be playing guard. We can have the state junior college board and the higher board of education to act as the referees. I don't know who the coach is, what to do about substitutes, or who makes up the rules of the game but it's a hell of a lot of fun. I'm just an MD not a sociologist or any of the other types of gists that you have around here at the university, but as a community college board member I am deeply concerned about making the community college team as effective as you are the university team. We must quickly state however, going back to our facsimile of the basketball team, that the outcome of this game is going to depend upon how tall the president is. It's going to depend a great deal upon his ability to jump high and pass the ball to either the faculty or the students or to the people or to the board of education. The score will also depend upon the relative effectiveness of the forwards to break out into the clear for some kind of scoring.

Let me state that the two guards had better understand each other

very well. They had better anticipate each others moves. They had better effectively communicate with each other even more effectively, I believe, than the center does when communicating with the other members of this team. Let me say something about an individual board member. I think there is something that he ought to have in his internal make-up that will equip him rather well as he involves himself in board business. He is one who is over torn between action and contemplation. He is called upon many times to make immediate and clear decisions, but he can only do so effectively if he knows the theory and the philosophy behind that decision. He must forever, by law, do and decide, but he must never forego the dream or the vision of what the community college was created to achieve.

The board member is confronted by a society where change takes place with well documented rapidity. He is one who knows both the place and the price of order. He must know how to say "no" to some things even though they are good, and be able to recognize that some things are neither good nor bad but simply true. He must believe in something yet unproved. And when faith in the future becomes knowledge of the past, he had better know it. He must be able to question pointedly while knowing full-well that you can never find the total answer. He must with graciousness accept uncertainties quietly. He must be able to synthesize hypothesis and fact. And, if he finds facts at all he must find them if not congenial, at least not hostile.

I shall not attempt to make an assessment of the recurrent and perfunctory, the mechanical and the rather routine board functions. In passing however, it is probably here where we waste our most valuable time and are most likely to confuse the other members of the team. If you want some pearls of wisdom that I have learned in my short experience in this area of education, I'll drop four of them for you. (1) Never let an employee begin

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his job, for a day, without an adequate job description, and an adequate contract to cover what he is going to do, and put it in non-legal language. Did you know that non-legal language is legal? (2) Never relinquish even a portion of a legal board function, to a second party, never. (3) If there is ever any doubt in your mind as to who should do a job or decide an issue, give it to the administrator. That's why you hired him. (4) Finally, review all salary schedules at least two months before they come up for consideration and perchance a visit from the salary committee. It is amazing how often these academicians make us look so dumb.

Now let us look at two items which I consider to be sterling functions of a college board. Incidentally, they are not recorded in House Bill 1710, but they are there just the same. Number one is to keep your institution or make your institution student oriented. It seems a bit trite to say that the college was built for the student, however the college was founded for their preservation and not their elimination. An institution that selects its students on the basis of academic and intellectual qualifications and then proceeds to discard 30 to 40 per cent of its human material offers no greater inditement of it's inadequacy. The freshman year is not a boot camp to weed out the weak. The undergraduate college is certainly not a screening service for the graduate school and the teacher is not a gate-keeper. There must be no justifiable place to the normal probability curve. When aid to dependent children is costing almost as much as aid to independent children (that is educational aid), and when the lack of education for the masses means propagation and preservation of dire poverty, we had better keep our colleges student oriented and our students in them.

I know that not all students come to college excited about learning. Many of them look upon it as a sort of an extra legal compulsion that society

imposes upon them as a necessary qualification for adulthood. Some would fail in spite of everything that is done for them because they don't try for a variety of unpredictable reasons. All students, however, have the right to believe that on campus they will be given the highest priority. They have the right to think that professors are friendly guides to their learning. It is revealing, I believe, to observe the hoards of students who haven't failed, yet who transfer from one institution to another nearly every year searching for a college that is not a disappointment to them and their expectations. A friend of mine carried out a good deal of research as to why students transferred from his institution. He showed it to the president, but the president wouldn't approve it for printing. The president, of course, was right. That institution is now undergoing a genuine reevaluation of its objectives and my friend has now been promised a spot in the next issue of the college paper to write on why students transferred to his institution. If you can't hit him on the negative side hit him on the positive.

If our institutions are a good place for a teacher or an administrator to spend his semi-retirement years, let's change it. If our curriculums are so confusing that they lack both sense and understanding, why not ask the students instead of a computer to help straighten them out. If our scheduling is extra good for professor in and professor out let's change that too. Involvement in social action, you see, isn't something that needs to be postponed until after graduation. Let us prize student learning and give our professors both the time, inclination and equipment to teach. A computer does not always fill that bill either. These things cost about three million and are professionally obsolete in three years.

You see if you bet on a horse - that's gambling. If you bet you

can make three hearts - that's entertainment. If you bet that Continental Corn Cob will go up three points tomorrow - that's business. If you bet on a student - that's education. He is not a receptacle into which you pour something until he is full. He's a dynamic human being. We must develop in students a command of the most modern principles, a versatile mind, a keen insight, a habit of continued learning and a powerful curiosity about things not understood or which are subject to repeated failure. Failure to do that reminds me of something Confucius said, "When a man of small mentality casts a big shadow, the sun is about to set". Let's keep our colleges student oriented. Let's keep our colleges people oriented. That's the other guard position.

With justifiable pride you academicians point to the high level of public confidence in your colleges and universities. Enrollments set a new record every year. New courses find eager markets. Service programs are booming. Faculties have grown beyond the source of supply to fill them. Bigness is the public image of higher education today. However, let me remind you as one of those people, that there is a slow and effective process by which knowledge gets translated into social action. Junior graduates from college, but he cannot get that certain job with a certain remuneration and with specified days or times for advancement. Reaction to this, John Q. Public says that there must be an overproduction of the educated product. Of course, it ain't true. Well, the general public we suspect is up to date a sleeping, observing giant. But, that giant stirs and is becoming more verbal in expressing its wishes, and more demanding of results in its favor and more and more public demands are in the offing. Once the public had only the referendum, the right of a vote to voice its approval or disapproval. Civilization has changed that,

but good. And the more participation there is from John Q. Public, the better it is for education. I think its the finest sign on the horizon of education today. Public apathy, in the past, has hindered education no end. And public participation in the future should help education no end.

Now it would not be desirable if all of you happened to agree with what has been said here. But, I hope you will reflect with me and agree, at least in principle, with what has been thought here. In closing, a story is usually appropriate and I think this one is appropriate to the topic. It seems there was a business man, who in his way to work one day had a flat tire on the street that went past the public mental institution, and he got out of his car and voiced some rather general comments upon the whole situation. With due deliberation, he started to repair his flat. He carefully removed each lug and put them in the upended hub cap, but in his haste, he kicked it over and all the lugs went down the storm sewer. He voiced some more verbiage on the whole matter. A man appeared on the opposite side of the fence and asked if he might be of help and the businessman, to humor him, went over and told him of his plight. Well, the inmate scratched his chin a moment and said "Well sir, if you will just take one lug from each of your three remaining wheels and use them to mount your tire, you can soon be on your way". And the man in admiration and surprise did what he was told and soon was ready to go on. But he felt the internal compulsion to go back and thank the man on the other side of the fence, and he said to him "Sir, you don't belong in that institution, you are not crazy". To which the guy on the other side said, "Oh, I'm crazy alright, but I'm not stupid".

THE INTEGRATED APPROACH TO THE BASIC COURSE
IN SPEECH

Mrs. Carol Viola
Waubensee Community College

According to Carl Sandburg, when a Frenchman has drunk too much, he wants to dance, a German to sing, a Spaniard to gamble, an Irishman to fight, and an American to make a speech. My motivation this morning, however, is nonalcoholic. I shall not propose a panacea for our troubles, nor establish infallible generalizations, nor launch a crusade, not view with alarm. My task is to discuss the integrated approach to teaching communication at the junior college. The integrated approach is the interrelating of the teaching of reading, writing, speaking, and listening within the bounds of one course.

We all recognize that the diversity of its student body imposes on the junior college the responsibility of providing an equally diverse educational program. The task is further complicated by the fact that many junior colleges are called upon to serve adults and to render special community services. To meet all these obligations is a major challenge for the junior college. In meeting these obligations the junior college must do more than provide for the transfer student. (10:51)

A large number of junior college students never matriculate at a senior institution. They choose to face the world after a program of two years or less. In these programs there exists the limitation of time. In many schools the student is required to take a specified number of hours of "Communication" of which a speech course may or may not be a part depending upon the inclination of the student. Unfortunately,

if he is unsure of himself in social situations, and unable to express himself in social situations, and unable to express himself effectively orally, he usually manages to escape that which he needs most, speech. Businesses which hire our product should not have to teach technologists how to prepare and to present communication that their colleagues can understand and appreciate. Often schools offer courses such as Business English and Technical Report Writing, but a study of writing alone is not the answer.

Often the problem cannot be solved by requiring that all students take the basic speech course because of the time element. There isn't enough time for students to take all the courses that instructors recommend that they take.

At Waubensee Community College we had to deviate from the strictly traditional speech course in order to extend speech education to the two-year vocational/technical students. The choice was between no speech at all for many students or a different approach to communication. Our solution was to use the integrated approach to teaching composition. At least one-half of the time devoted to the study of communication is spent in the study of speaking and listening. All students in a two-year degree program are required to take this six hour, two semester course: Communication Skills.

The greatest impetus of the integrated approach was World War II. It grew out of military programs with restricted time. Schools such as Michigan State University, the University of Iowa, the University of Denver, and the University of Minnesota used this approach. In fact, at the University of Minnesota a communications program replaced the customary freshman composition course. (13) Because the vocational/technical student is also restricted in the time he spends in school, the

junior college movement has brought about a reconsideration of this approach. I understand there are junior colleges considering this approach for the transfer student as well as the terminal student.

The assumptions underlying the unified teaching of reading, writing, speaking, and listening are that these skills have some common elements, and at times the same subject matter can be used in all skills; those matters of theory which apply to all or several can be unified in presentation; and each form of communication can be made to enrich the other.(11) Often these courses are organized around a core of rhetorical principles which are applied to the four skills and accompanied by complementary activities. Frederic Reeve in "Toward a Philosophy of Communication" in Education in 1952 stated

What is written is read; what is spoken is heard;
what is written and read is discussed. There is
no speech without listening, no writing without
speech, no reading without writing. (20)

John Keltner in his criticism of the integrated approach, "The Hardest Knife" in the Speech Teacher, 1957, agreed with Reeve, however, in saying that we should relate the teaching of speech to the teaching of writing, the teaching of listening to the teaching of writing, the teaching of listening to the teaching of reading...and we should "follow through" in all our training in the subject matter of these basic skills. (9) However, he, and other critics, felt that the same teacher cannot be sufficiently prepared in all areas. These critics maintain that the differences between oral and written skills are greater than their similarities and the techniques of teaching these skills are, at certain levels of singular importance, so complicated and so subtle that we cannot expect one teacher to teach them all. (9)

When we planned our course at Waubensee we became aware of the problem of staffing. We found there was indeed no one sufficiently prepared to teach all skills. Our answer to this problem has been to rotate teachers between the sections, that is, use a team teaching approach. The composition instructor who has an advanced degree in reading teaches those skills, while the speech teacher handles speaking and listening. In this way we avoid a number of problems: We avoid having untrained people teaching any of the skills; we avoid slighting any of the skills. It seems that these objections to the integrated approach can be met. We have been told, however, that the rotation of teachers causes extra headaches in the scheduling department.

Other critics of the integrated approach have questioned the educational soundness of teaching these four skills in one course. Even though there is not a very high relationship between skills of speaking and writing and low correlation between reading ability and language ability, there is an interrelationship among these factors, they do have some common ground, and they do affect one another. The low correlation seems to indicate that one does not teach writing by teaching speech. There is a need for the study of both skills.

There is evidence concerning the relationship between speaking and listening. According to Emmett A. Betts' study listening is a primary stage in the development of language. Listening is the basis of learning to speak and for continuing growth in the ability to speak. (2)

Nichols (14) and Heilman (8) and others who have studied the listening phenomena suggest that skill in the organization and structure of speech presentation is closely related to the skills of analysis and comprehension so important to listening.

The Gates, Bond, and Russell study discovered what seemed to be a high correlation between general ability in oral language and success in learning to read. (7)

The Phipps study found that children who have a well developed ability to comprehend and express ideas orally apparently have improved reading ability. (17)

The Fea study found significantly high critical ratios of differences between means of factors common to oral and written materials.(5)

There are certain common grounds from which a course teaching the four skills may be built.

Today's world is a communicative world - students should be able to read intelligently, to listen, to express effectively their thinking in both writing and speaking. None of these skills can be slighted.

I feel that the integrated approach to the teaching of communication has merit. The obvious similarities among the skills are in purpose, social principles and responsibilities, ideas used, sources of material, language factors, and some logical and psychological skills.(11:41)

This approach allows students to cover subjects in depth because the same subject matter can be used in the activities of all four areas. Some of the students found the in-depth study of material so inherently interesting that they tended to lose their self-consciousness in bringing before the class the ideas and information of deepest concern to them.

The students get a broader view of communication through the integrated approach. Students often have a less than cosmic conception

of communication: Speech is something that occurs in speech class; and good grammar belongs in composition class. The similarities and differences among the four skills can be compared and contrasted, helping the student see parallels he never before considered.

The integrated approach seems to have solved our problem at Waubensee. We revise our plan daily. It's a challenge to the instructors, and it also happens to be fun to teach. The student completes a two-year program in two years - so he's happy. The student receives instruction in composition - so the English department is happy. All vocational/technical students receive instruction in speech - so I'm happy.

Hugh Duncan, the sociologist, stated that the need for communication is a basic to man as the need for food and for sex. (19-262) Speech, food, and sex: If the junior college is concerned with providing to all students the skills necessary to obtain food and to maintain a decent standard of living, we should also be concerned with providing to all the students the skills necessary to effective communication. I suppose I should take that one step further and express concern over the other basic need, but I'm not. That is one area that is beyond the scope of the integrated approach.

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A CONSIDERATION FOR THE COMMUNICATIONS/BEHAVIORAL
APPROACH TO THE BASIC SPEECH COURSE

Don Marine
Illinois Central College

Junior-Senior Articulation Conference programs list several "approaches" to the basic speech course. I think we should keep this in mind throughout this morning's program. I suggest that we will discover these several "approaches" to be less diverse and less iconoclastic in theory and practice than we, perhaps, previously believed. But that these "approaches" are just that -- approaches to a common end of providing students with a better understanding of the speaking process in order that they may become more effective in communication experiences. In fact the "communications" approach I speak of "integrates" within the content of the "liberal arts" education quite well -- especially Howard Bowen's enlightened philosophy of liberal education. I prefer to quote President Bowen in concluding this talk.

In the short discussion which follows I do not intend to elevate the term "communication" to inviolate status or to serve notice of its rhetorical, god-like image. There will be no attempt to establish the behavioral/communication approach as a panacea or ~~be~~-all-end-all saving prescription for speech education. Silly academic arguments pondering whether Aristotle said this or that will be avoided.

Instead, my purpose will be to explore some of the contributions and considerations of the behavioral approach to speech education; to identify similar and dissimilar aspects of the traditional with the behavioral approach and to relate these elements in theory and deed to the basic speech course of Illinois Central College.

The communications or behavioral approach (the nomenclature really doesn't matter) embraces the concept that the business of speaking and listening is essentially a "process" -- a communicative process dynamic in nature involving three major elements: some kind of sender, some kind of message, and some kind of receiver. It is unconventional, as the main course syllabus of the University of Iowa's Rhetoric Program emphasizes, in the sense that this method concentrates at least as much on the people as it does on the message. It re-enforces David Berlo's observation that communication is, after all, "people business." So, already, I submit that the "process" view and the "people" view underscore significant changes in emphasis, in emphasis, from the traditional method of speech instruction.

The process view places emphasis on continuous change. It would remind us that no experience ever begins; there was always something that preceded it; what really began, for us, was our awareness of something going on. Nothing really "is" -- no experience really ends -- something more will happen. The special communications issue of Kaiser Aluminum News establishes this point quite well. In a traditional sense, speech instruction usually emphasizes message preparation and delivery as static, right of wrong, fixed entities. My experience demonstrates a limited concern by traditional instructors for the social processes that the speech and speaker must affect and be affected by. Conversely, the behavioral approach emphasizes, as Ellingsworth and Clevenger point out in their basic text, "the on going interaction of a number of variables, rather than a chain of specific acts to be 'performed' by the speaker."

The "people" view maintains that regardless of the means

employed the end of any communicative act is some sort of behavioral effect; and success in determining how this effect may best be achieved is contingent upon extensive analysis of the people involved in the act itself. Indeed we communicate to influence -- to "affect with intent" as Berlo puts it in his book The Process of Communication. The "People" variables subject to this analysis include the communicative skills, attitudes, knowledge, social systems, and cultural backgrounds of both source and receiver. In short, message construction is secondary to desired response -- and the response reflects the consideration and subsequent treatment of these variables by the source. We must regard, then, the speaker and the speech as a change agent -- in any communicative experience. In fact, as Gerald R. Miller emphasizes in a soon to be published book, through the inter-personal reaction of these variables, the receivers themselves act as change agents through feedback and we find the roles of speaker/listener often reversed or at least equally ever present conditions throughout the speech for both speaker and listener.

Finally, paramount to the communications approach is the realization and acceptance that meanings lie in people -- not words. Words are merely symbols and we use words to elicit meanings in people. Only people hold "meanings" -- and environment determines the multiplicity of meanings given to words. The rewards for the speaker are dependent upon his ability to elicit meanings/responses from his audience.

In post-script to the behavioral consideration I believe that this approach, through verbal contributions, has given us a more comprehensive and meaningful way to talk about what we do in our business -- communicate (i.e. feedback, interaction, source credibility, variable, etc.).

As stated earlier, the behavioral/communications approach is not a total rejection of the traditional methods to speech instruction; but merely an altering of emphasis -- a re-examination and re-evaluation of "prescribed" acts of a speech purpose, preparation, and delivery. Concepts for clear organization of ideas, selecting a topic, finding information, transitional phrases, supporting materials, visual aids, introductions and conclusions probably contribute to the total process of effective speechmaking and are to be found in most any basic speech course -- traditional or behavioral. The behavioral speech people simply say that we cannot make broad categorical statements regarding these concepts -- that because of the behavioral nature of the communicative act, they must be "situationalized."

The basic speech course at Illinois Central College is labeled Speech As A Communicative Process. Our ultimate goal or super objective is for the student to fully understand the multiple implications of the course title and to apply this understanding in communicative experiences. We begin by probing into the nature of communication through our experiences (faculty and students) and with the help of two texts. First, the 1965 Communications issue of Kaiser Aluminum News which has in the last year been commercially published by the Glencoe Press and given the surprising title of Communication: The Transfer of Meaning -- surprising, since students of communication theory hold that the transfer of meaning is impossible. They also tell us that this edition is revised and enlarged and "has been especially designed for class and group use." The revision and enlargement amounts to four pages on "The Silent Languages" and the writing and graphics are virtually the same. In addition we use the Phillips and Lamb Speech as Communication text which we believe, after a good bit of text perusals, does what it talks about, most effectively

communicate about communication in comprehensible terms for the freshman student.

Because of our emphasis upon the theory of communication the first six weeks or so, the student naturally is afforded less time for formal speeches. He does, however, engage in more small group inquiries and investigation. We find the traditional sacred cow of "the more chances you get to speak in a speech course -- the better speaker you become," wanting! It could even be inaccurate! There, presently, is interest in this "unknown phenomenon" on our campus and a distinct possibility that we may experimentally test it next year.

So we have not completely abdicated from the classical precepts of rhetorical theory. Instead, we feel that we have questioned and opened the scope of the speech act to the communication act. And with some pride, we believe that our Behavioral/Communications/Traditional approach to speech instruction reflects the views of retiring State University of Iowa President, Howard R. Bowen, when he recently stated, "we have not devised a form of liberal education that fits the late Twentieth Century. The tragedy of it all is that we haven't really tried because in our preoccupation with research, scholarship and institutional prestige we haven't even been aware of our mediocre performance in liberal education. It is remarkable that in a period of revolutionary change in the scope and resources for higher education there has been so little change in forms of instruction. Either we had long ago discovered the optimal methods and no significant improvement has been possible, or faculties are incorrigibly conservative. Take your choice."

SPEECH COURSES AND PROGRAMS FROM THE
STANDPOINT OF THE JUNIOR COLLEGE

William Hahn
Illinois Central College

The Illinois Public Junior College Act states, "The Class I junior college districts shall admit all students qualified to complete any one of their programs including general education, transfer, occupational, technical, and terminal." This brief sentence is primarily responsible for the confusion that exists in speech curricula among junior colleges, and as a result, between senior institutions and universities. Unlike the universities, the law requires that Class I junior colleges offer extensive programs for technical and vocational training, continuing education, and transfer. Moreover, being community oriented, these programs are designed to meet local needs. With the basic concept of the public community college in mind, the questions to be answered are: "How does this effect the senior institutions?" and "How can this effect, if any, be solved or minimized?"

Technical-Vocational Training

Before considering technical and vocational training, the function of this program must be understood. Occupational and career programs of varying length, but complete in themselves, are designed to prepare the individual to move directly into the life of the community in semi-professional occupations and positions in business and industry. More important, however, these courses, as indicated in the college catalog, are not designed for transfer. Ideally, these programs should

have no effect on the senior institutions; but what happens when a student, on completing a technical program, feels the need for further education or, perhaps, a baccalaureate degree?

Local needs may indicate a need for technical vocational training in radio-television broadcasting. In filling that need, the college may offer Introduction to Broadcasting, Radio Speech, Radio Workshop Lab, Radio Station Operation, Microwave Theory, Transmitter Systems, Instruments and Measurements, F.C.C. Rules and Regulations, Radio-Television Advertising and Copywriting, Radio Production, Television Production, and Special Problems. Students completing a program of this nature will obtain the F.C.C. Third Class Radio License. If a student, after completing the program, chose to transfer to a senior institution, his problems would be paramount. In the classic sense of the term, this is an articulation problem. While the illustration used is extreme; it does exist. More important, lesser problems of the same nature could easily exist. Unfortunately, this is a problem that cannot be solved to the satisfaction of all concerned. The junior college cannot discontinue the program without abdicating its responsibility and obligation to meet community needs; the senior institution cannot accept all of these courses without becoming a puppet to the junior college; and the student must be willing to accept the loss of credit, and at times, to meet senior institution requirements, a duplication of information or courses. At best, the problem can be minimized through careful and adequate counseling and guidance.

Continuing Education Programs

As with the technical/vocational programs it is necessary, before

beginning any discussion, to understand the function of continuing education. Continuing education is designed to provide programs of personal, occupational, and cultural development to meet the needs of all citizens in the community. Speech and Theatre courses designed to meet this need would include Business and Professional Speech, Parliamentary Procedure, Children's Theatre, Play Direction, and Advanced Acting. While the list is not complete, mainly because continuing education courses are contingent upon community needs, it does indicate that many of the courses being offered are considered to be upper division at senior colleges and universities. As before, these courses, taken by students not seeking a bachelor's degree, should have no affect on the senior institutions. Unfortunately, reality indicates the folly of paper idealism. Junior college students are taking these courses, at times unintentionally, owing to a later decision to enter the senior institution, but more frequently intentionally, hoping to get them accepted when they transfer. The abuse of the program, however, does not dictate its demise. What it does indicate is that more effective methods of counseling are needed.

In essence, the problems that exist in articulation among junior colleges and between senior institutions, in the areas of technical and continuing education, can, at best, be minimized; but not completely resolved without defeating the designed purpose of the junior college. The minimization can be achieved through careful and complete guidance. This counseling should be provided by qualified persons within the speech departments or areas. The broad services rendered by the counseling department will not suffice, because of the large number of students to be aided, as an effective means to minimize ill-conceived course selection.

Transfer Programs

While technical/vocational and continuing education courses offer little hope of uniformity, the transfer program is more easily subject to modification and more conducive to agreement. This is a reasonable conclusion because transfer programs, designed to provide academic courses and curricula to meet college and university lower division requirements, are institutionally, rather than community, oriented.

Believing that agreement could be reached on a core program for the junior college transfer student in speech, the Illinois Speech and Theatre Association has established an ad hoc committee, designed to study and develop a suggested speech curriculum. While the committee has not completed its task, the information it has gathered may prove valuable at this time.

First, it must be made clear, considering earlier comments on the vocational/technical and continuing education programs, that much of the perceived problem with transfer students exists on paper and as reality. Certainly those junior colleges that were established prior to the State Master Plan are, at times, offering some upper division courses, but it must be remembered that these schools are a minority. The newer institutions, the majority, because of smaller enrollments and a limited program are content to offer more basic courses. These schools, presently, will not plague the senior institutions. Unfortunately, the new junior colleges have not transferred large numbers of students, and senior colleges and universities are presently facing, and concerned with, a problem created by the minority. At the same time, it would be foolhardy to ignore the possibility that the new institutions will follow the more established schools and begin offering upper division

courses. The point to be made is that any measures taken should be mainly preventive rather than corrective.

Preventively, it would be desirable to ascertain those courses that could, from the perspective of the senior institution, constitute a core curriculum in the four general areas of public speaking, theatre, speech correction, and radio-television. In the area of public speaking, it is easiest to reach a semblance of agreement between senior institutions. The courses frequently listed as freshman/sophomore by senior schools are Fundamentals of Speech, Advanced Public Speaking, Principles of Group Discussion or Group Dynamics, Voice and Articulation, and Oral Interpretation of Literature (one course). It should be noted that complete agreement occurred only with the fundamentals course. There was, also, minimal agreement on a course in Argumentation and Debate.

If public speaking is the easiest area to reach agreement, theatre is, probably, the most difficult. There seems to be little consensus in course names beyond Introduction to Theatre. Anything beyond this course must be derived through course descriptions. Most institutions are willing to accept as freshman/sophomore courses those that concern themselves with stage lighting, stagecraft, make-up, and costuming. These are not courses in acting or directing; although, there is minimal agreement on a beginning course in acting. Courses in advanced acting or directing should be offered only to meet community needs.

Speech correction is another easy area of analysis. Most junior colleges do not offer these courses, and, more important, have made no provision for their occurrence in the near future. The consensus of senior institutions would indicate that an introductory course in speech science, and a course in phonetics, fall within the realm of the

junior college.

Radio-television, a nemesis when offered as a technical program is also easy to analyze. While total agreement cannot be reached, it would appear that an introduction to broadcasting would be an acceptable course for most senior institutions. Additional courses listed by senior colleges and universities offer little hope of easy agreement.

In essence, the junior college should not offer a plethora of courses for the transfer student. At the same time, the junior institutions are not limited to a meager existence because of limited courses. The junior college can offer at least one course in every major area. Moreover, in the areas of major interest -- public speaking and theatres, the junior college can reasonably offer four or five courses. This arrangement offers the student the opportunity for a broad background and a limited area of specialization.

Before concluding the overall analysis, which may appear somewhat hopeful, some reference should be made to the number of hours a transfer student can or should take. Universities have long been concerned with the student who transfers in twenty or more hours of course work in his major area. This is a justifiable concern, not only because it minimizes the opportunity to successfully develop the philosophy of the senior institution, but because it limits the student's ability to select upper division courses intelligently.

If requirements for a major are between thirty-two and thirty-six semester hours, or their quarter hour equivalents, it is reasonable to assume that a transfer student should not have completed, on transferring, more than fifteen semester hours of work in his major area. Generally speaking, this leaves the student with the opportunity of selecting five courses in his major while earning an Associate Degree.

This means the student can take at least one course per semester in his major area. More important, if this procedure is followed, the student will transfer with no more than fifty percent of the course work in his major area completed.

Concluding Remarks

In part, this paper describes the present position of the junior college speech program. Future growth indicates the possibility of even greater problems in articulation. Hopefully, these problems can be resolved to the satisfaction of all concerned through preventive action. If this can be accomplished, the correction of present problems will be a natural consequence.

THE ASSOCIATE DEGREE NURSING PROGRAM
ITS PHILOSOPHY AND OBJECTIVES

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Nursing today finds itself in a peculiar position. There are more registered nurses employed than ever before. At the same time there is much concern expressed over the shortage of nurses. Hospitals and other health agencies are forced to curtail their services to people because there are not enough nurses. Auxiliary workers with many names - practical nurses, vocational nurses, aides, nurse assistants - have been brought in and this has served only to further confuse the picture. There are many reasons for the increased demand for the services of nurses; the increased use of hospitals as a result of hospital and medical insurance plans, the improved medical therapies, the increasing population, to mention only a few. Of more serious concern to both nurses and the people they serve is the quality of the service rendered. Disturbing reports of poor quality nursing care are heard with increasing frequency. These reports cannot be discounted entirely nor can they be excused on the basis of a shortage of nurse personnel. The problem of the quality of nursing care can never be solved by quantitative measures. It behooves nursing leaders then to look at the kind of workers needed, how they shall be prepared and how they shall be used.

There has been a growing realization that the functions and activities of the nurse are changing and becoming more extensive and complex. There has been less realization of the need to adjust the programs preparing nurses so that the graduates of nursing programs might be equipped to carry on these changing functions. It seems quite obvious that one kind of worker

in the field of nursing is not adequate. Furthermore it should be obvious that the demands made on nursing personnel make an improved education mandatory. Rogers made this point clear when she said:

The level and scope of nursing practice will not exceed the kind and amount of education that precede it. The multiplicity of services needed to promote the health of mankind demands prompt and aggressive action toward definitive preparation of a variety of workers in nursing.

Our purpose here this morning is to look at but one of these workers, the technical worker, how he is prepared. Before we look at this particular worker in nursing we need to look at the kind of program which prepares him.

The associate degree nursing program is new. It is the first nursing program to deliberately planned rather than being the result of an "historical accident". It began by experimenting with an educational plan which deviates markedly from the familiar pattern of the traditional program. In order to better understand the associate degree nursing program it seems wise to go back to the beginning, back to its basic purpose and philosophy. It was-and is-our belief that there is a function to be performed in giving direct care to patients that require more preparation than that identified with the practical nurse.

There are certain basic beliefs on which the associate degree nursing programs rests. Let us first look at these:

We believe that the occupation of nursing includes a range of functions, some of which are complex, requiring a strong theoretical base and hence a long period of preparation and others simpler but still requiring considerable preparation. Since the latter, the simpler, are more circumscribed the theoretical basis is correspondingly less broad than that required for the complex functions.

The complex functions are obviously the professional ones and they require judgments of precision, judgments which can be made only by the use of a wide variety and depth of knowledge.

The simpler functions are the semiprofessional or technical. They too require the making of judgments but the theoretical base required is more narrow. The preparation is therefore also shorter.

It should be noted when one thinks of a range of functions there is a point at which the lower part of one range approximates the upper part of the other range. Harris states that there are times when the semiprofessional worker is expected to perform at near professional level and to act like a professional person.

The need to differentiate nursing functions is imperative. The dilemma in which nursing finds itself is accentuated, if not caused, by our failure to differentiate the functions of the various workers in nursing.

The second belief then is if the functions of nursing can be differentiated, programs preparing workers must be differentiated. The position taken here is that there are two levels of functions and there should be two different programs. The associate degree program is the one of concern here.

A third belief is that if there are different kinds of workers in nursing there must be a way, deliberately planned, for them to work together. The nursing team seems to be the logical way for each to contribute most to the care of patients and at the same time derive most satisfaction from the giving of this care. It seems obvious that the professional nurse is the team leader and the semiprofessional or technical nurse the team member.

If you are saying this is not the way things are and that this is simply an idealistic (maybe even foolish) statement I would reply that this does not negate the absolute necessity to look critically at the way nurses are used and misused.

The associate degree nursing program must, if it is not to be just another program, keep clear its purpose and keep its methods consistent with its purpose. The graduates would then reflect the nature of the preparation they have received.

The kind of practice for which the associate degree programs pre-

pares is designated as technical. Therefore, the kind of education the student receives is technical. The designation of professional and technical functions is confirmed by the Position Paper on Education of the American Nurses' Association. The Council of Member Agencies of the Department of Associate Degree Programs of the National League for Nursing accepted in 1965 the fact that the associate degree program is technical and the product of the program a technician. If then the program is technical and its graduates technicians it behooves us to know something about the nature of technical education and the technician.

In order to attempt to answer, at least in part, the question, "What is Technical Education?" one must look at what is a technician. It is obvious this is a kind of person different from a professional and from a skilled worker. What his characteristics are will determine what kind of education he needs.

There are many definitions or descriptions of technicians. Let me cite a few so that we may have a common point for our consideration today. Brown in Nursing For The Future stated that, "technicians..... are employed at the operating level."

Under no circumstances should it be assumed that these men are of lesser competence than professional engineers. Many of them have specialized efficiency that amazes the professional engineer as well as the laity The scope of their work, however, is narrow and responsibility assumed for overall planning and administration is negligible.

Beach in his Technical Occupations in the State of New York stated:

"A technical occupation" is a vocation requiring skillful application of a high degree of specialized knowledge together with a broad understanding of operational procedures, involving frequent application of personal judgment, usually dealing with a variety of

situations and requiring supervision of others. It offers the opportunity for the worker to develop an ever increasing control over the application of his knowledge to his work and usually requiring fewer motor skills than a trade or profession.

Another view -- "skills are essential but must come with understanding, not merely imitation."

Some descriptive phrases used in relation to technicians include:

- employed at the operational level
- supplies technical services
- manipulative skills with emphasis on technical knowledge
- has specialized proficiency
- uses instruments rather than tools
- broad understanding of operational procedures
- skillful application of a high degree of specialized knowledge
- apply existing knowledge to practical problems

It is perhaps easier to illustrate the differences between and the inter-relationship of the professional and the technician in the fields of engineering. Brown has made liberal use of the engineer and his education in her projection of where nursing and nursing education should go. Harris, too, has written about the engineering technician. He stated,

an engineering technician is skilled in practical application of certain tools and instruments, but more important is the broad understanding of scientific, engineering and mathematics principles,

He goes on to say that the technician-

bridges the gap between the professional and the craftsman by understanding a good measure of theory and practice.

Parr, Professor of Metallurgy at the University of Alberta, made some provocative statements in an article in the Saturday Review, September 7, 1963, entitled "Concerning Engineers". He stated,

I would define engineer as an applied scientist. He does not perform routine calculations on the basis of handbook formulae; he is not a surveyor or draftsman or a shift boss; he does not analyze

steel for carbon or manganese. These functions - and they are all important functions - belong to the technician.

Parr goes on to state,

Now let me compare the work of the engineer with the work of the engineering technician. The engineer applies mathematics to the design of a new structure; the technician calculates the size of the members. The engineer applies physical chemistry to the design of a new alloy for jet engines; the technician measures its strength at temperature. The engineer designs a control circuit, the technician services it.

(That statement would not be difficult to paraphrase. Note some key words - the word design as it refers to the professional, the words - calculates, measures, services - which refer to the carrying out of a design, the more limited is scope operations which a technician carries out).

Another interesting comparison was written by an engineer when asked by a nurse friend to visualize the differences between a professional and a technician in nursing. He said the technician would be to nursing what the "violin virtuoso is to the composer of violin concertos" -- the technician can perform the concerto with sensitive interpretation and unmatched brilliance, having neither the need nor the desire to rearrange it, direct it or to compose a concerto of her own.

Now what about the education of the technician. Again to quote Harris - "the nature of the work performed by semiprofessional technical workers is such that they must be college trained."

It has long been recognized that all educational institutions are concerned with the personal development of the student. Thus, the course and experiences which increase the individual's ability to think critically, express ideas, to understand the world in which he lives are essential in any occupational curriculum. This area is the one usually

called general education. Intelligent living in our society is no less a requirement for the technician than for the professional. It is not enough to know how to make a living one must know how to make a life.

The second part of the curriculum is that which prepares the individual for the work he is to do. The courses which combine a considerable understanding of the field -- the way, if you will -- with a considerable skill in technic -- the how. Manipulative skill is characteristic of a technician and so technical skills become an integral part of the course offered. Technicians require a depth of scientific knowledge beyond that of the high school graduate and greater maturity of judgment but less scope and depth of knowledge than the professional under whom they will work. Thus the courses are geared to the kind and amount of knowledge he will need and include the manipulative skills he will need to execute his job.

The technical curricula are obviously shorter than those preparing professional personnel. The institution, therefore, will be other than the traditional college or university. The community-junior college seems the logical institution. The technical or semiprofessional program is only one part of the community college offerings. The other is that known as transfer or university parallel. There is in nursing some lack of understanding of the two kinds of programs. It seems pertinent here to say a few things about the occupational nature, or as it is sometimes referred to as the terminal nature of the technical program. I do this too because I believe some associate degree programs go too far, include too much and do not make sufficient distinction between these and professional programs.

Thornton, in the second edition of his book, THE COMMUNITY-JUNIOR COLLEGE, published in 1966, states,

In spite of the objections there is a use for a term with the implications of "terminal education in the junior college." "Terminal may be defined as applying to community junior college courses of study planned primarily for the student who intends that the completion of the program will end his full time enrollment in organized classes in schools.

He goes on to say,

Again a change in the objective of the student who may decide after all to continue his education does not invalidate the concept of terminal courses, a major purpose of the program of studies and the original intention of the student were both terminal. (P177)

It seems to me there are a couple of points in these quotations which bear repeating. First, these technical programs are designed to prepare the students for immediate employment, they do not require additional preparation before the graduate is employable. Second, while some who graduate from such programs elect to continue their education those students have changed their objectives, their occupational goals -- the programs themselves were indeed terminal as were the students earlier objectives.

The differences in the objectives of the terminal and the transfer programs are obvious. These differences require different curricula. The two year occupational curriculum is not the first two years of the four year professional curriculum. Two great concerns over whether a few of the graduates may choose to continue their education can quickly and completely distort the curriculum. An earlier tendency to distinguish between terminal and general education courses and transfer general education courses seems to be losing favor at the present time. To repeat, to look at the meaning behind the term "terminal" curricula makes the term

less objectionable even though one might wish for a term which will convey the same concept without the undesirable overtones.

Let us next look at the function of the semiprofessional or technical worker in nursing. It is well to have these clearly in mind if we are to design and carry out a curriculum plan to prepare for these functions. The functions which follow are not new statements but rather are drawn from the literature and made fairly explicit so that there can be no misunderstanding.

The functions of the Technical or Semiprofessional worker in nursing are:

1. To assist in the planning of Nursing Care
2. Give general nursing care
3. Assist in the evaluation of the nursing care given

Matheny describes the technical practice of nursing as follows:

Technical nursing practice at the present is concerned primarily with the direct nursing of patients with health problems, patients who present common, recurring nursing problems. Direct nursing care includes both the immediate care of acute illnesses or acute phases of chronic health problems and long range planning for nursing and health care for patients with long term illnesses focuses of the technical nurse are upon the areas of physical comfort and safety, physiological malfunction, psychological and social difficulties and rehabilitative needs of patients. The technical nurse is responsible for the provisions of nursing measures and medically delegated techniques that are required to meet patient needs in the foregoing areas. This involves the use of the problem solving process in identifying nursing problems, planning nursing care, implementing nursing care plans, evaluating the effectiveness of nursing intervention and revising nursing care plans in the light of experience. To do this the technical nurse must understand and be able to use appropriately a wide range of physical and psychological measures of nursing intervention, weaving these into a creative pattern of nursing care for a specific individual. Such an individual nursing care pattern will be based upon

the factors of the patient's nursing problem, the patient's physiological response, the patient's emotional response, and the patient's sociological and cultural background.

The ability to provide technical nursing care demands both intellectual and manual dexterity competencies with a considerable emphasis upon intellectual skills with use of ideas and concepts. It implies the ability to function on the basis of principles from the bio-physical and social sciences, particularly in the use of principles with broad application to nursing problems. It implies an understanding of theory and the ability to apply it. It implies the use of personal judgment with a deep sense of responsibility ...

THE ASSOCIATE DEGREE NURSING CURRICULUM

The curriculum must provide the content and the learning experiences which will enable the graduate of the program to function in the areas just described. It must be organized in a way which will enable the student to achieve the objectives in the most economical and efficient manner possible. It must provide for the personal development of the individual, for his role as a citizen, and, of course, for his functions as a worker.

The curriculum is usually divided almost equally between the general education courses including those which might be designated supporting and the special, or nursing courses. Since the minimum number of credits required for the associate degree is 60, the minimum credits in nursing would be 30. The total may include as many as 68 but more than that number might well be questioned. Should a summer session be included it would seem more logical and desirable to lighten the credit requirements each semester than to add credits and thus increase the total to more than 68.

The general courses should be those which meet the college requirement for an associate degree and taken with other students in the college. This means that the courses, either by number or name will not be

exactly the same in each program. They will include courses in the following areas - communication skills, humanities, social science and physical and biological science. Some opportunity for electives is also desirable.

Both kinds of courses will be found in each semester of each year. The first year there will be more credits allotted to general courses than to the nursing course with the reverse allocation in the second year.

The comments about curriculum then which follow are directed at the nursing major. Let us again go to some of the basic beliefs which were enumerated when the program first began.

1. The nursing courses would begin with the normal -- nearly normal as possible -- on the assumption that the abnormal cannot be fully understood until knowledge of the normal provides the proper prospective.
2. The courses would begin with the simple and move toward the complex -- both as to sequence of courses -- and material within the courses.
3. There are certain fundamental needs of man which are more or less altered by the fact that illness of some type has occurred. These fundamental needs, e.g., food, rest, elimination, cleanliness -- and those which must be met by the nurse and the patient. These needs persist at all ages, in all diagnoses, in both sexes, in all degrees of illness and regardless of where the patient is. The course in fundamentals of nursing is thus basic to all other courses and all other courses extend from it and beyond it. While it is possible to extend the fundamentals course over both semesters of the first year, it is certainly illogical to have a fundamental of nursing course in all four semesters. Let us not confuse fundamentals of nursing with the skills (and then procedures) associated with the specific medical or surgical treatment of a patient.
4. The grouping together of like materials, of like content, was suggested in order to avoid repetition and duplication and to expedite learning. It was believed that when like materials are put together they may be learned and more easily. The avoidance of repetition means the avoidance of needless repetition, that which makes for deterred learning of it does not prevent it altogether. Some materials, some skills, must be repeated to be mastered. (I use the term mastered advisedly for I firmly believe some skills and some materials should be mastered in

this and in all curricula. The emphasis on preparing a beginner and not an expert has led some to be content with a smattering of knowledge and with skills inadequately performed. A student has a right to expect to learn to know and to do the employer has a right to a nurse who has skills, knowledge, and the ability to learn more.) Thus the course in nursing in physical-mental illness evolved dealing with the problems which bring patients to hospitals and hence to the ministrations of the nurse.

There are many ways in which to organize the courses within the curriculum and the courses themselves but there are certain points which should be kept in mind. There are three main areas into which the content rather naturally divides itself. These three are fundamentals of nursing, the maternity patient and well children, and the nursing of these physically and mentally ill. If the idea of going from the simple to the complex, from the normal to abnormal is accepted then it seems to follow that the fundamentals and the care of the well pregnant woman and well children would be the first subjects offered. This would constitute the first year. Whether these areas form two rather discrete courses or are molded into one would depend on the individual faculty concerned. The second year would be devoted to illness, those deviations from the normal which necessitate special treatment.

Let me describe the areas as I see them. The course in fundamentals of nursing would include those nursing activities or tasks which would be required by all patients regardless of age, sex, diagnosis, degree of illness or the place where the patient is. The needs of all persons for food, rest, recreation, elimination and hygienic care would be the focus of this area. It would represent that which the person would do for himself if he were able. When one or more of these fundamental needs is altered by an illness then special treatment is required and nursing care adjusted accordingly. In the area of the pregnant woman and well children attention is given to

normal maternity care, including prenatal and postnatal care and to the care of normal infants and well children. Abnormalities in the maternity cycle and children with deviations from health would be included in the area of physical and mental illness. In the latter course organizations differ widely. Some programs use the health problems approach, others combine this approach with the developmental; still others use stress as the focal of organization. Here again a faculty must decide and must choose an approach which all can and will accept and implement. Let me remind you of a phrase in Ruth Matheny's description in which she states that the nursing technician "is concerned primarily with the direct care of patients with health problems, patients who present common, recurring nursing problems".

The nature of these courses should give an indication of what kind of facilities can be used to provide the necessary learning experiences. Because the college controls the entire program great freedom in the selection and use of facilities may be exercised. Facilities of the community are utilized to provide a variety of learning experiences. A variety of agencies are used including hospitals, both general and special, extended care facilities, visiting nurse services, nursery schools, orphanages, day care centers physicians offices, to name but a few. There is no merit, however, in simply proliferating the number and kinds of facilities to be used. Each facility is used because it is necessary by virtue of the nature of the learning experience identified as being desirable. It is obvious too that the facilities will be used quite differently than in the traditional programs. The practice in nursing is planned as a laboratory. It is therefore much shorter in time but with learning experiences selected for their relation to the objectives of the course and the needs of the student. The

instructor is with the student both in the classroom and in the laboratory.

Let me turn next to a consideration of the learning experiences and indicate some guidelines for their selection. The first requisite in developing any course is to determine the objectives to be attained. These, in the case of nursing courses in the associate degree program include those of the cognitive or knowledge type, the psycho-motor or skill type and the affective type, that of attitudes and appreciations. The objectives control the content to be included, the skills to be learned and the hoped for attitudes and appreciations. They further determine how these can be accomplished, through what experiences they may be learned. They would determine what kind of reading assignments, what laboratory experiences and ultimately the means by which evaluation would occur. Therefore, each objective has learning experiences for its achievement and each learning experience is for the purpose of achieving all or part of an objective. Obviously the more objectives that can be achieved by a single learning experience the more effective and economical the learning. It is obvious that there may be many learning experiences which might achieve the same objective. Thus all students do not need identical experiences; they need experiences appropriate to the achievement of the objective. This fact makes for more flexibility in the use of the facilities and eliminates the idea of rotating the student through various units of the hospital. It also gives a clue to a way of organizing these experiences that does not rely on specific diagnosis as indicated.

The learning experiences should give an opportunity to practice the behaviors indicated by the objectives. The experiences should be meaningful and should be directly correlated with the objective to be

attained. What is planned in the cognitive area should be accompanied by appropriate experiences in the direct care of patients. Another way of saying this is to say that theory and practice are two sides of the same coin.

The learning experiences should provide for increasing skill and understanding and should be on a continuum. The first course is basic to the second, the second course should use and build on the skills already learned and so on. This would be true regardless of what was the organizing theme of the course of the curriculum as a whole. Some repetition is necessary but only enough to ensure learning. At the end of a course a student should be engaging in considerably more complicated experiences than at the beginning. Nursing courses have been guilty in the past of much needless repetition and duplication.

The selection of learning experiences is a most important aspect of a teachers work. It requires considerably more than simply assigning students to a particular hospital or unit thereof, or even to a particular patient. The coordination between objectives, the content selected and the experiences need to be infinitely close. The theme or the focus of organization is easier to choose than the experiences necessary to achieve the desired goal. The guidelines with respect to learning experiences obtain whatever the organizing theme or focus.

What I have said about the program as a whole, its purposes and philosophy and the need to plan most carefully how the students can achieve the objectives places a great responsibility upon the faculty members who elect to teach in an associate degree program. May I then turn next to some comments about the faculty, its responsibilities and obligations.

Of first importance, I believe, is the acceptance on the part of the faculty, individually and collectively of the basic philosophy and the nature of the associate degree nursing program. It is not the traditional program shortened, it is not the first part of the professional.

The nature of the curriculum, its broad fields approach, necessitates the breaking down of the barriers of divisions between the areas commonly associated with the nursing curriculum. Instructors may find themselves in areas where they have not been recently, if ever. For example, if the fundamentals of nursing are indeed fundamental any instructor should be qualified to teach in this course. Further if the fundamentals are truly fundamental they are useful, they are required, in the care of any patient and so the specialist in fundamentals would not be uneasy in one of the special areas. The laboratory character of the experiences in the hospital requires an approach which is consistent with the nature of the curriculum.

Perhaps the most difficult aspect of the teachers' job is to select the content and learning experiences which are appropriate and necessary for he must accept the fact he cannot teach everything. A common failing in all programs, whatever the type, is that faculty members believe they should teach all they know, all they have acquired in advanced study and years of experience. To not teach all that one knows is one of the most difficult tasks for a teacher. On the other side of the coin is to do too little, to include too little content of substance, to require too few manipulative skills and too little skill in those which are included. No one expects a finished product from any program but the employer has the right to expect a person with sufficient preparation

to adjust rather quickly to the work situation and to continue to learn and become more skillful. To strike this happy medium is ideal.

One might wish for a sufficient supply of prepared faculty members, prepared specifically to teach in associate degree programs. But such would be wishful thinking only. It is obvious that a faculty member should be prepared in a content area, in the case of an associate degree program faculty member is a "broader than usual" area, and in the principles and technics of teaching. The college requirements for a faculty appointment frequently prohibit the appointment of one having less than a masters' degree. In such cases where it is permissible to appoint one with less there is usually a stipulation that the Masters degree be obtained within a specified length of time. Because many programs, and the number is increasing, are two academic years, the summer period is available for study. To expect that exceptions will or should be made for nurse faculty is an unrealistic expectation. Work conferences and institutes are now numerous and there is no real excuse for faculty members not becoming prepared and for not keeping up to date. Not to have prepared faculty, not to have those already initiated into the program is to be deplored but it is not fatal. As one instructor in one of the first programs reminded me in a letter recently the programs started with faculty prepared differently and sometimes less preparation than desirable and that these individuals were successful in getting themselves prepared through the means I have just indicated. I am not suggesting an unprepared faculty, what I am suggesting is that there are ways of getting preparation and there is an obligation to use these ways.

To be in a college is a new experience for many of those not

holding appointments or being appointed to college programs generally. The college administrator has an obligation to see that they are oriented to the college and its operation. The chairman of the nursing program has a further responsibility, particularly with respect to the curriculum. The new faculty has a right to such assistance. A recent study indicated they expected help at the beginning and throughout but they were not always getting it. The chairman should take heed.

The associate degree nursing program continues to develop and the number of programs grow. There are now 413. The established programs are growing in size. They continue to be dynamic and innovative and forward looking. I think it can be said that in some aspects of program development, for example, in the development and use of multi-media materials and technics, they are the most forward looking. To stay dynamic, to avoid the routine, the traditional, is a challenge to each person in each faculty over the country. To accept a challenge and to work toward its achievement is a rewarding experience. There is no dearth of challenge in the associate degree nursing program.

ROLES, GOALS AND PRIORITIES IN JUNIOR COLLEGE ADULT EDUCATION

Albert H. Martin, Associate Secretary
Illinois Junior College Board

I was pleased last March to receive an invitation from Dr. Burrichter to help plan this workshop which I believe is the first to be held in Illinois for junior college adult educators. I did not appreciate the invitation nearly as much when I was driving to the planning meeting here at DeKalb, The worst driving of the winter for me was the trip to that meeting. I appreciated the invitation still less when I was tagged to open the session. I felt, however, and I so indicated, that this should not be just another workshop in adult education--that the roles, goals, and priorities of junior college adult education should be emphasized. I should like to point out that I do not see my role or goal here as that of providing solutions or answers. I should like, rather, to raise some issues which I hope will be discussed further at other sessions of this workshop.

We could spend a major part of the afternoon discussing the meaning of the term "Adult Education" and all of the nuances involved in the term. In the junior college, the broader the definition the better. For the purposes of my discussion, all terms normally used to indicate some part of an Adult Education program are included. These terms are Adult Education, Continuing Education, and Community Services. I think that it might be appropriate, however, for those who need or desire categorization to indicate briefly a definition for each because in so doing we will be taking a look at the whole scope of Adult Education programming.

Essentially, let us assume that we are talking about educational

activities engaged in for the most part by persons beyond high school age whose primary activity is other than enrollment in an educational institution. This description of adult education as the clientele served rather than as program is acceptable only in a very general sense. There are instances in which persons of high school age or less may be involved in an activity sponsored under the guise of Adult Education. We also have instances where Adult Education centers have been developed in which the students in attendance are attending as their primary activity. In still another situation, adults who are pursuing an educational objective of the lower order, i.e., to learn basic skills of literacy, engage in leisure time activity, etc., are considered students in adult education, while adults of the same age attending graduate school pursuing doctoral or post doctoral work are not so classified. Interestingly enough, one Illinois public junior college has a philosophical point of view that all junior college education is Adult Education, and is using a different term to indicate those programs pursued by part-time students with goals other than the obtaining of a degree.

In its narrower program sense, Adult Education is sometimes considered those educational services made available largely to individuals in which basic skills, principles, and ideas are the major focus of instruction. Continuing Education is said to be composed of those educational services made available both to individuals and groups in which basic skills and principles are upgraded, refined, reviewed, or otherwise brought up to date for more effective and efficient use. Community Services are those educational services made available largely to community groups with special needs, such as local government, community agencies, cultural

organizations, business, industry and/or professional organizations.

It seems to me that all of these areas are so interrelated and intertwined that it is almost impossible to say that one organization or one agency, or even one administrative department within an institution, can pick up one part of the program and administer it without overlapping into other areas. However, we find a very strong effort made at the national level, that is, the A.A.J.C. level, to disassociate Community Services from Adult Education. Up to the present time the relationship has been very close and the adult educator often serves as the director of Community Services for the institution. A number of writers have long considered Adult and Continuing Education and Community Services a part of the total Adult Education enterprise. Dr. Cyrus Houle at the University of Chicago, in an article nine years ago in the Junior College Journal spoke of Community Services as being an "extra curricular" activity of the Adult Education department.¹ Dr. James W. Reynolds, in a number of articles relating to Community Services, considered Adult Education as part of the Community Service of the junior college.² Both, however, wrote of the close relationship between the two.

Most of you are aware of the fact that the Kellogg Foundation is supporting a Community Service Project with the American Association of Junior Colleges. A survey conducted by this project showed that Community Service programs are well-established in the community junior colleges in the United States and the director is most likely to be the Adult Education director of the institution. The survey indicated that in the public junior colleges the Adult Education director was the director of Community Services in 40 percent of the institutions.³ Dr. Ervin Harlacher in his

study of Community Service Programs seems to believe that the major reason Adult Education and Community Services are related is that they both are administered, particularly in the small junior colleges, by the administrator of the Adult Education program.⁴ Most of you have read in the Kellogg publication Forum Dr. William G. Shannon's statement that in Community Services, junior colleges need to examine "where we are in relation to the entire field of Adult, Continuing and Community Education." He states further that Community Service Education does not fit any neat category and "may not fit exactly in any one particular form of reference, or with any one National organization."⁵ I think one could assume that when you provide a service for a community agency of whatever type, you are engaging in adult education since the agency is made up of individuals and these individuals are largely adults in an educational activity. Therefore, Community Service cannot be completely disassociated with Adult Education in its traditional sense. In my remarks this afternoon, I include those programs which I earlier categorized as Adult Education, Continuing Education and Community Services as a part of a generic term I call Adult Education. I might add that I have no great preference for the term "Adult Education" except that the Illinois Public Junior College Act calls these particular kinds of services Adult Education. I also personally prefer the term "community college" in reference to the types of institutions we represent here today, but again, the Illinois Junior College Act gives us the term "junior colleges" which we accept and use because it is the legal name in this State, at least, for these types of institutions.

What is the role of the junior college in this whole broad area of Adult Education? How does it fit into an educational complex of the public

and private university systems, the common school system, both public and private, church supported programs, educational programs of business and industry, and the programs of a myriad of small groups each with its own specialized interest and specialized goals? One could ask further: What is the role of a junior college district as a governmental entity, in conjunction with the role of the common school district, the State of Illinois and the Government of the United States as they all make provision for Adult Education in one or more contexts?

A different dimension of the problem relates to the role of a number of agencies within Illinois - the Board of Higher Education, the Illinois Junior College Board, the Office of Superintendent of Public Instruction, the Board of Vocational Education and Vocational Rehabilitation, and a number of organizations under the general direction of the Illinois Secretary of State such as the Illinois State Library, Illinois State Museum, and Illinois State Historical Association.

Senate Bill 1416 passed by the 75th General Assembly provided for an Adult and Continuing Education Council, made up of representatives of the agencies I have mentioned, to try to bring some organization into this very unorganized and almost completely independent maze of agencies. The Council has met a number of times, but the road ahead seems very obscure.

It is impossible for the junior college to define a role for itself without the knowledge and consideration of all the other agencies involved. Many of you have seen my Dimensions Chart for Adult Education in Illinois junior colleges. One part of the chart dealing with administration suggests that the institution must define its role on both the intra- and inter-institutional basis. Inter-institutional and Inter-agency cooperation, both in

planning and operation, is a "must" in a determination of role. It seems to me that the emphasis here must remain in the area of cooperation. We must expect that every agency has a role to play, is assigned that role and fulfills its responsibility within that role. In some instances attempts at cooperation and coordination have failed through lack of understanding and fears of control by other agencies. It may be true that the coordinator, or the agency initiating cooperative endeavor, has been looked upon as having taken a first step toward full and complete control. It is also true that some agencies have used efforts at coordination as a means of ridding themselves of a costly supplementary program in which they have had little or no real interest. I am frankly concerned in the junior college-common school relationship to see so many junior colleges accept total responsibility for programs of the common school district. The reasons that this has happened have usually been related to what seems educationally sound. I hope that they have not been due to the desire of the junior college administration to build a power structure, or of the adult educator to become an empire builder. I hope that the desire on the part of the common school district to give up its role in Adult Education has not been solely economic even as it increases its income through the rental of facilities to the junior college for Adult Education purposes. Under most circumstances, I believe that any community coordinating plan which preserves the independence and integrity of each agency is more to be desired than a placing of control in the hands of one agency only, even the junior college. It must be pointed out, of course, that in many districts little or no Adult Education programs exist nor are likely to exist except through the junior college. The junior college in such cases has no choice but to

develop the widest possible programs to meet the needs of the people of the district.

The role of the junior college then cannot be defined entirely in terms of programming. As the agency with full district responsibility, it is in the position to be the leader in efforts in coordination and cooperation. This does not mean that the director of the junior college educational program serves as president or chairman of any coordinating group, but it does mean that the junior college administration has the responsibility of initiating coordinating efforts.

In this role of coordinator for district adult education services, what are the goals the junior college should have? What sort of objectives does it work toward? Earlier I referred to an attitude on my part toward the use of the term "community college" as a term most descriptive of this type of institution. It seems to me that through the Adult Education activities, the institution has its greatest possibility to orient itself to the community of which it is a part. While baccalaureate programs must relate themselves to the State university system for articulation purposes, and vocational technical programs relate themselves to national, state and regional as well as local priorities, the Adult Education program is almost wholly an attempt to meet local needs. Dr. William G. Shannon, in the article referred to earlier, says, and I quote: "The potential of the two-year college lies as an agent of social change through the community service dimension. It is more than a play on words when I say we should emphasize 'community' rather than 'college' in 'community college'."⁶

Dr. Edmund J. Gleazer, Jr., Executive Director of the American Association of Junior Colleges, in an address made at this university almost exactly

a year ago had this statement to make relating to the goals of the junior college as they relate to the communities in which they are located: "Because of its strategic setting and its basic aim to extend opportunity, the community college has leadership responsibilities in creative community development. By design the college can develop the leadership capacity of local citizens. The college not only provides a forum, but it seeks to cultivate in all the means by which the forum can be utilized and perpetuated. The college is non-partisan. All ethnic, religious, economic and social interests and groups are represented or ought to be. Here is a community cross section and the college provides an instrumentality by which problems can be studied which cut across all segments of the population and are of common concern. A college like this is not regarded as alien, but as a vital community center. The National Advisory Commission on Civil Disorders calls for just this kind of institution - one with community participation in the educational process so that the community would have a means through which to play an active role in shaping activities. These are not new now strange concepts to the community college. Locally controlled and locally oriented institutions already exist, but now we say that this kind of organization shows new promise because not only are institutional ends achieved, but that very process contributes to community improvement through development of leadership capacity in those who carry responsibilities."⁷

Dr. Leland Medsker makes the point that there is a number of misconceptions that Adult Education is comprised of a series of unrelated non-credit courses developed through speculation or on popular demand, pertaining primarily to crafts, hobbies, or vocational skills. He points out that these stereotypes do not fit the majority of junior college programs.

He continues, and I quote, "Credit and non-credit classes are scheduled with considerable care, upon the advice of key community groups and advisory committees. Classes are organized for adults in off-campus locations both during the day and during the evening. Few junior colleges now rely to any extent on the procedure of 'we will offer any course which a specified number of people request'. Adult Education administrators are working with professional and business agencies, industrial groups, and chambers of commerce. They are sensitive to the needs of society and the needs of their times."⁸ The goals of the junior college then must be related to the problems that affect the people within their service area. Through the coordinating efforts with other agencies and through their own programs, community needs must be identified and efforts made to alleviate them.

Where does the college begin? What are the priorities which a junior college gives to attacking the problems which have arisen? Priorities, of course, must be established by the college based on the essential needs of the community and the resources which the college can call on for help.

Of all institutions, a community college must be relevant to the mood of the times. Those working in these kinds of colleges must be aware of the social revolution in which we are involved with so many elements in our society and relate our programs to the needs of these various elements. I do not mean to imply that junior colleges are not doing many effective things that relate to the needs of their communities. In the Chicago City College system there are a number of programs relating to the community development, community leadership, community improvement, basic education, general educational development and similar types of programs with a direction toward helping people to help themselves. At Danville and Kankakee adult education

day centers have been established to get at the problems of ignorance and unemployment. Special programs in adult basic education, general educational development review, and a variety of programs to upgrade basic skills for employment are available in almost all colleges. It is quite possible that the Vocational Act Amendments of 1968 may help support many more programs that get at some of these basic social problems.

Programs that attack problems of ignorance, unemployment and poverty at one level must be implemented, however, by programs that will instill a sense of social and economic responsibility, a sense of personal worth and pride. Programs which lead to the improvement of community health, sanitation, housing, and safety must all be provided at a third level. A fourth level of programming might relate to helping the so-called "advantaged" within our population see more clearly the problems which our society must solve and ways in which they may become involved. Those of you who have heard me talk before have heard me quote Homer Kempfer who in writing about adult education in the Junior College Journal several years ago suggested that the problems of our democracy needed to be approached in adult education.⁹ We need not only to provide courses to individuals, but to plan programs that would fit the requirements of a community faced with its share of economic and social problems. I should like to refer here to my earlier statements relating to assignment of roles in adult education. Junior colleges cannot carry the full load. Other social agencies must be involved. To a large degree our success in the junior colleges in improving the human condition within our college districts will depend not only on what we do as institutions in programming, but in how well we give leadership to all agencies in helping them achieve success in meeting their

part of the total responsibility.

As adult educators, we must pay closer attention to the initiation of programs which community surveys show are needed, but which may need to be sold to the people of the community. It is not too difficult for individuals to have goals and work toward resolving them. Often, however, community leaders have goals for their community but have no sense of direction as to how those goals can be attained. It is the junior college which can serve, as Harlacher suggests, as the catalyst or as the agent which puts a desire of a community agency into concrete programs. That higher education in general is expected to initiate these kinds of programs can be seen from some of the legislation passed by the Federal government during the past five years. The Federal Housing Act of 1964 provides funds in Title VIII of the Act for programs of community development to be initiated by higher education. The Higher Education Act of 1965 through Title I provided for the use of Federal funds in programs relating to continuing education and community service. The Federal government defines types of programs which it believes higher education should become involved in in the following terms: "A community service program is an educational program, activity, or service offered by institutions of higher education and designed to assist in the solution of community problems in rural, urban or suburban areas with particular emphasis on urban and suburban problems. Community service programs include, but are not limited to research programs, extension or continuing education activities, or a course, provided, however, that such courses are extension or continuing education courses and are either fully acceptable for an academic degree, or are at college level as determined by the institution offering such a course. The institutions of higher

education are to involve all of their resources including equipment and library materials, to support efforts to solve community problems. Extension and continuing education refers to the extension and continuance of the teaching and research resources of an institution of higher education to meet the unique educational needs of the adult population who have either completed or interrupted their formal training. Instructional methods include, but are not limited to formal classes, lectures, demonstrations, counseling and correspondence, radio, television and other innovative programs of instruction and study organized at a time and geographic location enabling individuals to participate. Programs of continuing and extension education assist the individual to meet the tasks imposed by the complexities of our society in fulfilling his role in the world of work as an informed and responsible citizen, and in his individual growth and development."¹⁰

Under Title VIII of the Federal Housing Act the emphasis of the Office of Housing and Urban Development places priorities on in-service training of state and local government employees and pre-service training programs for the same group.

In the state of Illinois the administration of both Title I and Title VIII programs has been placed upon the Illinois Board of Higher Education under a State Plan required by the two Acts. The Illinois Board of Higher Education, under Title I, has determined that priority should be given to four community problem areas: (a) community planning and development, (b) metropolitan and in-governmental affairs, (c) youth opportunity planning and development, and (3) human relations development.

The Board of Higher Education in describing these problems believes

that some 35 percent of State allotments from the Federal government should go into plans and programs for community planning and development. Attention is to be given to upgrading the quality of urban government in general, the quality of manpower in programs relative to community planning, and the integrating of human resource development into physical planning. The Board wishes to fund programs which stimulate the interest and concern of civic leaders, public officials and administrators, planners and lay members of planning commissions and representatives of citizens interest groups and community action agencies. Attention is to be focused on community housing needs and "the general dullness of urban living." The uses of land, air, and water, the establishment, extension, coordination and evaluation of community health services and basic issues of educational policies and relationships are further areas for consideration.

Approximately 20 percent of the State's allotment is to be used in programs to improve metropolitan areas. The problems of communities depend upon the competence of elected and appointed officials for solution. Programs are needed which will help local officials and citizens to explore problems of mutual concern and to examine possibilities for important governmental changes.

Programs of youth opportunity planning and development are to use approximately 25 percent of the State's allotment. Programs are encouraged which relate to parent-child relations, educational dropouts, and unemployment, juvenile delinquency and the upgrading of culturally deprived children.

The remaining 20 percent of the State's allotment of Federal funds is to be used for human relations planning and development. Programs are encouraged which give attention to human relations situations for civic

leaders, human relations leaders and staff personnel, and representatives of neighborhood groups and citizen agencies.¹¹

Title VIII programs are to relate to traditional urban development concerns such as public housing, urban renewal and redevelopment, code enforcement, urban planning and administration.¹² You will note that there is an apparent overlapping in the emphasis being given in both Titles to problems of community life. In administering the program, the Advisory Council to the Board of Higher Education has often arbitrarily moved proposed projects from one title to another.

A brief listing of the titles of proposed studies which have been considered by the Board of Higher Education may be helpful in understanding the opportunities available to the colleges for providing educational services: (1) Refresher courses for inactive registered nurses, (2) Youth opportunity through reading improvement, (3) Spanish youth leadership opportunity through English instruction, (4) Field training in community organization and action, (5) Operation: New Horizons for Women, (6) Upgrading of low achievers in elementary schools, (7) Community planning seminar, (8) Improvement of skills and understanding of municipal employees, (9) Building rehabilitation advisors program, (10) Welfare rehabilitation service programs, (11) Safety technology, (12) Operating engineers program. These are samples of the types of educational services that Kempfer was referring to when he suggested that total adult education services must include programs aimed at social development as well as individual development.

Certainly the Federal government cannot finance all the types of programs of the nature suggested in Title I and Title VIII that junior colleges may see a need to develop. By describing the content of these

Titles and we all can get some ideas of the priorities placed by our society on adult education.

All the emphasis in serving groups is not limited to Title I or Title VIII projects. A survey of adult education programs offered in the public junior colleges was completed by our office late this spring. The survey showed four Chicago City College campuses and twenty colleges outside Chicago provided eighty-five programs last year for business, industrial and professional groups. Of these programs thirty-five related to industry, sixteen to education, seven to health, six to small business, four to secretarial training, two each to agriculture, insurance, and labor, and one each to law, real estate, music, journalism, library and banking. Five topics were open to the general public.

Five Chicago City College campuses and thirteen campuses outside Chicago conducted forty programs for governmental and community agencies. Six of the programs related to the development of community leadership, five to upgrading law enforcement officers, four to state agencies, four to city government, four to community health, four to voluntary agencies, three to safety, two to water supplies, and one each to public works, finance, recreation, labor relations, fire protection and community problems. Two programs were of general interest.

In its assessment of community problems and needs the junior college must determine what priority each problem will have. Such priority will depend not only on the acuteness of the problem, but the capacity of the institution to react to these problems. It is also true that assessment must be continuous since new problems may develop from time to time which will disturb previously established priorities.

To sum up my remarks this afternoon, I would urge the adult educators in the community colleges to think of their responsibilities in the broadest possible terms. Economic and social pressures are leaving our communities with a multiplicity of problems that require the combined attention of social agencies, of which the junior college is only one. I urge you to search out those areas in which the college can make a contribution toward the betterment of society and the quality of living for each individual. Let us place our priorities where the problems are. It is through the adult education division that the community oriented public junior college directly touches the community.

In a pamphlet published by the Florida State Department of Education, entitled An Outline of a Community Survey for Program Planning in Adult Education, Dr. Samuel E. Hand makes a statement with which I wish to close: "The adult educator, in the performance of his role as an educational agent working with the adult population of his community, has open to him a choice between two courses of action; on the one hand, he can operate in isolation, within the framework of the social institution which harbors him. On the other hand, he can become a dynamic force for the strengthening of democracy and the achievement of orderly and intelligent social change. Should he choose the first course, the adult educator will not be faced with many problems that are complex in nature or impossible to handle within the framework of the traditional educational structure, but neither will he be socially useful. Should he choose the second course of action, he is faced with the necessity of understanding the community, that complex social unit in which he operates, and with intelligent educational planning founded on the social realities of his community, the adult educator may fulfill his vital role in the community and in the society."¹³

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STUDENT ADMISSION TO ADULT EDUCATION

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According to the program, three of us have been asked to discuss the topic of "Admission Policies Relating to Adult Students - Both Full and Part-Time." I am sure that throughout this workshop you will always be plagued by definitions. What is adult education? How do junior college presidents define adult education? How do junior college faculty members define adult education? How does the university professor define adult education? How do public school officials living within a junior college district define adult education? How does a state coordinating board such as the Illinois Junior College Board define adult education? In my presentation I will identify the basic areas of curriculum which have been spelled out by the Illinois Junior College Act. One area is adult education but that is as far as the Act goes.

I have observed a big problem area in the admission policies relating to adult students attending the public junior colleges. For lack of a better definition, I want to speak about curricula that is designed for adult education and curricula that is used as adult education. Here are two basic concepts which must be understood.

Many of our junior colleges are encountering large numbers of students who wish to attend college only in the evening. These students usually hold full-time jobs during the day; they could be housewives, or just interested people of the community who wish to obtain additional knowledge about some subject. I am sure there are those in this room who

would consider as a definition of adult education - the education of an adult part-time student. I maintain that the part-time has no relationship to adult education because whether a person is part-time or full-time only means that this is the method by which he or she pursues an educational goal. All college degrees are completed a course at a time. So whether a person is enrolled in two courses, one course, or five courses during one semester, in my opinion represents only the method by which he or she is pursuing an objective and not necessarily a type of curriculum. Just because a person is an adult, and most college students are, or just because a person is a part-time student, does not represent for me the definition of adult education.

Let us discuss the design of curriculum. If courses or programs are designed as college transfer, then it is necessary for the part-time adult student to reach the same levels of academic achievement in these college transfer courses as the full-time student. It is in this arena of admission to college transfer programs of full versus part-time students in the junior colleges that we have what I consider to be the very serious problem. I regret to say, but in my opinion, there have been instances when junior college administrators have not given strong academic leadership to this problem. Instead, the policy has been take everybody you can - this is adult education and these are part-time students - let us swell the enrollment - build an empire. I know several junior colleges whose facilities are more than full for the evening courses, but these same colleges have a difficult time in getting a sufficient enrollment of daytime students. There will be many students in the junior college who will pursue the associate degree in a college transfer curriculum on a part-time basis. These

students may take four or five years to complete this program; consequently, that method of attending college is a part of the basic philosophy of this unique American institution.

The responsibility of the college, as I see it, is two-fold. Curriculum is designed for a primary purpose. In the usage of curriculum, I would hope that any institution would use its curricula for best interests of its students. It is very appropriate for a part-time student, an adult, or a student in adult education, to take a course that was basically designed as a college transfer course. However, the institution, the administrative staff, and the faculty, must make sure that the academic pace of the course is geared for its primary design. In other words, if it is a college transfer course, no matter who takes the course, it should cover the body of knowledge required for this course to be acceptable at another institution under the conditions for which it was basically designed. An institution must make sure that the instructional program meets this basic standard.

How can an institution insure this intellectual pace of a course? First, I believe that an institution should seriously address itself to identifying college transfer courses that can successfully be taught in the evening. It really grieves me when I think of certain courses that are taught one night per week and the students are expected to cover the same amount of material as those who take the course taught three sessions per week or some similar arrangement. True, there are many courses that can be taught one night per week.

I find it difficult to understand how an institution believes that a college transfer course in accounting, three semester hours credit, can be taught as effectively one night per week as compared to being taught once

per day for three periods per week or on two nights a week, one and one-half hours each. I know of a junior college that permits four hours of modern language to be taught one night per week from six to ten. I can't understand how an institution believes that a modern language can be learned as effectively on this schedule as under other circumstances. What about an advanced mathematics course that is taught one night a week when the students don't have the opportunity to do several preparations as they would when it was taught one or two periods per week? Once again, an institution should define the courses that can be effectively taught one night per week or they should be broken up into two nights per week or possibly not offered at the evening college. There will be junior college administrators who will say, "But that will hurt enrollment." The primary purpose of a course offered at night is not to get enrollment - the primary purpose is to make available a body of knowledge in the evening. The institution must make sure that the same amount of knowledge is taught to the student, regardless of the time of day offered. I would hope the junior colleges might see fit to give the same final examinations to night-time sections as to day-time sections. This is one method by which an institution could determine if the instruction has been effective.

It soon becomes apparent that when adults are admitted to courses designed as college transfer, the institution must insure that the person has the academic ability to pursue the course. An institution must do some kind of internal research to determine the academic success of the evening program. If an institution does not have a good policy of admission, then the institution cannot hold the faculty member responsible for a high dropout rate or a high failure rate. Several college instructors have told

me that the institution puts pressure on them not to fail adults in the evening school because it is part of adult education, although the course was designed as college transfer and has college transfer students enrolled. These college teachers tell me that when a person works all day and comes to a course that meets for three hours in the evening, the students become very fatigued during the last hour so that effective instruction does not take place.

My other point is that an institution must have some policy on how many hours a part-time student can take. I question if a part-time student is really part-time when he also has a full day-time job. There are other ways of measuring a student's work load for the day besides enrollment in college courses. There should be some kind of limitation on the amount of work that a part-time student can take if he or she holds a full-time job. You and I know that when a junior college enrolls 2,000 students in one evening, counseling of admission procedures has not really taken place. I believe that many junior colleges are weak in this phase of their admission policy. I know I have mentioned points that are controversial; there may be points on which you may not agree, but this is the area of admission to so-called adult education courses that I would like to present for discussion.

STUDENT UNREST IN THE COMMUNITY COLLEGE*

Dr. Herbert Zeitlin
President of Triton College

A few weeks ago my wife and I watched one of the late discussion shows on television. Featured that evening were college presidents and student leaders including Acting President S. I. Hayakawa from San Francisco State and Michael Klonsky, national secretary of the Students for Democratic Society. In a rather dramatic moment Klonsky called Hayakawa a "racist pig and a liar." He then proceeded to point his finger at the other college presidents and berated them with words something like this:

"You are responsible for the soldiers dying in Viet Nam."

When asked to explain, Klonsky went on by saying:

"You cooperate with business and industry who are making profits from this war; therefore, you are as guilty as if you had pulled the trigger yourself."

It was rather unnerving watching the show because the students who were participating were shouting at the college presidents. Little respect was shown to the presidents, and every time they tried to reply they were shouted down by highly emotional students. I was distressed because these presidents, until recently, had been held in high esteem in society, and that evening they were charged with being in league with the devil and responsible for all the world's ills. What a difference a year makes. Never has a scapegoat been located so quickly.

*From a paper presented before the Illinois Council of Churches at Northern Illinois University, Monday, May 19, 1969.

Thirty-some years ago I was considered an aggressive high school student body president. I say aggressive because we got things done. The administration listened to us. We had dialogue. We developed an intramural program, formed more clubs, held more dances, had spirited debates, etc. In the past, dialogue with the authorities was the approved democratic procedure in making progress. Today we see physical violence being used against college administration, faculty, and students who do not agree with the SDS and other revolutionary groups. Frankly, gentlemen, because of their methods the SDS may be better labeled Students for an Anti-Democratic Society or move over here come the anarchists.

For the past three months there have been daily newspaper reports of student demonstrations. As the 10:00 news goes on we ask ourselves, "I wonder what colleges had a demonstration today." Recently, in a front page article with the headline, "Angry Young Man Browbeats Opposition at San Francisco State," a coed describes one of the suspended revolutionary students with these words, "He scares me. I know of several people that he has threatened, including some professors, if they didn't do what he wanted them to do. They were so scared, they did it."

It is estimated that about 300 colleges have had incidents of student unrest within the past two years. Be not alarmed because this figure represents about 12 per cent of the total colleges in the nation. Did you know that there may be 2,000 colleges and universities that didn't have a demonstration this year? There are almost 1,000 junior or community colleges in the country. Not too many of them have had demonstrations. Why? Let me tell you about one of them with which I am acquainted.

One evening last year after all the secretaries had gone home there

was a noise outside my office door. As I opened the door there stood four young men with fire in their eyes demanding to see the President. Two of them were in black jackets. The shortest one, who appeared to be the leader, spoke:

"Dr. Zeitlin, we've got to talk to you tonight! It's urgent!"

"Come in fellows," I replied. "Let's talk right now," half wondering if I was about to have a night of terror. They introduced themselves as the newly elected student officers. They then went on to explain that since election day several students in the cafeteria were putting pressure on them to demonstrate or else.

"Dr. Zeitlin, we asked them what should we demonstrate about? They replied, 'Just demonstrate--we'll find a reason. Demonstrate against the trustees, the president, the faculty, the lousy food, the Viet Nam war--just demonstrate and we'll get you on T.V.'"

The student body president continued in this vein:

"President Zeitlin, all of us and our parents feel that you are doing a fine job. We are all looking forward to being on the new campus next year. We couldn't understand why those fellows wanted us to cause trouble. The faculty is great at Triton. They really try to help us." We continued to talk. I won't go into detail but it was one of the most refreshing experiences in my life. I am thankful that Triton students elected leaders who couldn't be intimidated into doing things they knew were wrong--and ridiculous!

Many an evening I wonder if community colleges in the near future will be facing incidents similar to those now facing our larger senior institutions. I think not and mainly for the following reasons:

1. COMMUNITY COLLEGES ARE SENSITIVE TO COMMUNITY NEEDS

First of all, most public junior colleges are part of the community.

They are sensitive to the needs of the people. For example, at Triton we have over 40 different occupational programs of one or two year duration for those desiring early employment, and 28 transfer programs for those going on to a baccalaureate degree. In addition, whenever 15 or more adults within the district request a course, we try to offer it--not three years later, or two years later, or one year later, but within the semester or sooner. Columbia University by contrast was accused of being oblivious to local needs and operating as if on an island.

2. COMMUNITY COLLEGES HAVE A TEACHING FACULTY INSTEAD OF RESEARCH ORIENTED

Secondly, community colleges stress innovation in teaching. Checks and double checks are made by the administration to see if the teacher is a master teacher before being recommended to the staff. The straight lecturer that tends to lead students to slumberland is not wanted and does not stay long at the community colleges. The single, most important function of the college president is to see that the best tools of selection and retention of faculty are used. By contrast at many universities graduate assistants without any teaching experience are scheduled to teach freshmen and sophomores. Is there any wonder why so many students are attracted to the revolutionists who promise them excitement and change in a variety of ways.

3. COMMUNITY COLLEGES ARE CONCERNED ABOUT STUDENT SUCCESS

Thirdly, most community colleges have a staff of counselors whose major function is to help students succeed. Like a minister, a counselor does a good deal of listening, tries to have the student

understand himself and then matches student potential with realistic goals. At Triton we have one counselor for every 300 students.

The counselor stays with the student regardless of career changes within his two or three year period. How many university graduates can now recall the name of their counselor or the assistance received?

4. COMMUNITY COLLEGE IS A COLLEGE GEARED TO IMPROVE STATUS AND THE DEMOCRATIC PROCESS

In addition, the community college provides an opportunity for late starters, industrial workers, and housewives to take meaningful low cost education through local control. Higher education is made available to more people close to home and, therefore, more people attend college. The Triton philosophy is to maintain the individual's rights and freedoms, but within the framework of his awareness of the rights of others.

One can't be sure whether there will be more or fewer demonstrations tomorrow but we as educators and ministers must make the American dream a reality for many more of our citizens, if we honestly wish to diminish current unrest.

The junior college movement doesn't talk about the war on poverty; it is doing something about it. Train the person from the inner city slum, give him a skill, and therefore a job, and you begin to solve realistically the frightening and hopeless problems our cities and too many Americans face today. We, in the community college movement, believe that the American dream is a possibility, and the junior colleges in Illinois and in the nation will contribute to making the dream a reality for all citizens. The nation needs within the next 12 years:

100,000 junior college instructors

1,500 deans

1,400 junior college presidents

1,000 student personnel administrators

And Dr. Ogilvie, please help us! Get the university to offer a Master's and Doctorate program for junior college instructors and administrators... not three years from now, not in two years, or next year but this September. Try to become the leading junior college training center in the Midwest.

I am sure we all realize that the kind of personnel obtained will determine the results of our dreams. One untrained, poorly trained, or frustrated instructor, administrator, or trustee can be the catalyst for violence and destruction of the American system. One neurotic with a gun has already changed the course of history. Are we blind to the lessons of the past? Remember what happened to Germany and the world when the frustrated painter was put into a position of leadership. Most well-trained community college staffs are innovators of teaching techniques. They possess sensitivity to community needs and have skills sufficient to accept responsibilities far greater than the obligations of their "publish or perish" colleagues.

Above all, the trained instructor and administrator are unselfishly dedicated to their revolutionary cause--the open door policy of education beyond high school in order to improve society. These persons plan to educate millions of Americans today. With your help and God's, let's try to do it now.

GUIDANCE NEEDS
IN THE JUNIOR AND SENIOR COLLEGES

Stanley W. Niehaus
Dean of Student Personnel
Illinois Central

Guidance needs across the whole college and university spectrum have been changing at such a rapid rate during the past ten years that it is difficult to keep pace with them. And if we think we have seen changes during this time, it is probably nothing to compare with what we will see within the next decade.

Guidance and counseling needs in colleges and universities are, or at least should be, predicated by the needs of existing educational institutions. These institutions, in turn, should reflect and respond to the needs and the pressures of society at that particular time.

At the present time our institutions of higher education are experiencing a most exceptional period of transition. If we were to make a list of all the contributors to change in higher education, it would take more time than we have at this meeting today.

However, as I think on the situation, I see four particularly strong influences, either acting upon higher education at the present time or about to become influential within the near future, which will place an increasing demand for the amount and variety of guidance and counseling services in colleges and universities. These four predictors of change as I see them are these, and not necessarily in this order of influence:

One of the most obvious ones is the matter of societal drive

toward higher education for people from minority and culturally deprived groups. We think of this particularly in the intercity, but it is not confined to it. There are minority and culturally deprived groups in rural hamlet and reservation environment because it involves so many more people. An increasing number of people from these backgrounds are now on college campuses -- a situation which would have been most unlikely ten or fifteen years ago. This brings a demand for change -- for a different kind of guidance and counseling service. Even though a number of years may have elapsed between the time of life in a culturally deprived environment and the college experience, a person is still profoundly influenced by his ethos. The college counselor of today must be a much more societal oriented and a much more understanding person of the background and motivations of culturally deprived and minority groups.

Another profound influence which is beginning to emerge on campuses now and which, hopefully, will soon be very much manifest if a settlement can be soon effected in Vietnam will be a matter of history repeating itself of just about a 25-year schedule. I predict a tremendous influx of service veterans will be coming onto college campuses. I feel that they will exert a profound influence for change. If they are anything like the veterans of the time between 1945 and 1950, and there is reason to suspect that they will be similar, they will be a group of vocationally oriented, very pragmatic and businesslike students who want to get about the business of getting an education and getting a job as quickly as possible. I suspect that this time of protest and campus unrest will change rather abruptly -- a Biblical quotation, "And this, too, shall pass."

It seems logical to expect that veterans who want to complete

their education and move into jobs as soon as possible will take a dim view of disruptions which could deny or interrupt their education.

Counseling and guidance for veterans is much more informational and vocational oriented. It appears that it will be of a very different kind than that with which counselors are taken up at the present time. A veteran who has emerged from the steaming jungles of Vietnam is not nearly so likely to be exploring the philosophical nuances of "who" and "where" he is. Generally speaking, the many veterans with whom I have worked -- those who were not ill -- had a very definite idea of who they were and where they wanted to go. What they were looking for were ways and means. There is little reason to suspect that today's veteran will be too much different in this respect.

Another broad influence of change -- I predict an increase of married college students with families. Universities have done a commendable job since World War II in providing housing for the married students and families, but many universities have not scratched the surface when it comes to providing adequate or appropriate guidance and counseling for these families. And they do need a very particular type of counseling -- counseling different from the single student -- the campus student. There is an increasing need for marital counseling, child counseling, neighborhood counseling. I suspect that we haven't begun to see the maximum number of married students on campuses. Where this used to be the exception, it is now the accepted way of life, and I suspect that in the next decade it will be very much of a concentrated way of life.

And, then, I think one of the other influences, and probably one of the more profound ones, is the advent of the junior community college.

By its very nature, the junior college is altering the make-up of student bodies in four-year institutions. And it is at this evolutionary phenomenon that I would like to take a close look today. A look at the junior college as it exists at the present time, and a consideration of the influence that it is exerting and undoubtedly will exert to a greater degree on the college-university structure within the near future.

According to some, it would seem that junior colleges were just discovered along about 1960. This is certainly a miscalculation. The junior college movement began back in 1901 with 20 students and three instructors. Interestingly enough, the first junior college was established in our own state at Joliet, Illinois. At their inception, junior colleges served a unique function, and today they still serve a unique function, but a vastly more inclusive function. The junior college concept today embraces a philosophy which places a particular responsibility upon student personnel services, and right at the heart of these services is guidance and counseling.

Twenty years ago guidance counseling services in the few existing junior colleges were pretty much on a catch-as-catch-can basis -- similar to the existing guidance services in the high schools at that time. The junior colleges, for that matter, were mostly an extension of two more years of high school in the same building and with the same teachers. The students were primarily those who had just completed high school and who would, at the end of two years, go on to college or would seek employment. There were few, if any, specific junior college vocational programs in those days.

Today's junior college student body is probably more hetero-

geneous than any higher education student body in the history of our country. Just think of it -- the age range of today's junior college student body extends all the way from 17 years of age to people in their 70's. What are some of the other characteristics of today's junior college student body which makes it tremendously unique and inclusive? The array of variety and kind is an awesome and challenging one, particularly for junior college counselors. This variety includes:

1. The high school graduate of moderate ability and achievement who enters college right after high school as a full-time student with the intention of transferring to a given institution with a particular major.
2. The high school graduate of special aptitude and achievement who seeks rapid training for early employment.
3. The low achiever in high school who finally awakens to the values of college and then becomes highly motivated to enroll in a junior college transfer program for which he is not equipped, yet who may have the necessary potential.
4. The able high school graduate who could go to any college but selects the local community college for reasons of convenience.
5. The high school graduate of low ability who enters college because of social pressures or because he cannot find employment.

6. The students of varying ability and ages but with high valuation of the world of ideas who primarily seek intellectual stimulation.
7. The very bright high school graduate, eligible for admission to a major university who may lack the necessary social maturity and intellectual disposition.
8. The intellectually capable but unmotivated, disinterested high school graduate who comes to college to explore, hoping it will offer him something, but he does not know what.
9. The transfer from a four-year college who either failed or withdrew after an unsatisfactory experience.
10. The high school dropout, perhaps from a minority group and a culturally disadvantaged family, with only grade school level skills and a strong interest in securing vocational training.
11. The youngsters and also adults who fully believe the societal direction that the road to success leads through a college campus but whose perception of success is so murky that its relationship to learning is virtually lost.
12. The immature high school graduate whose current concept of college has never extended much beyond girls (boys), ball games, rallies, and dances.

13. The adult who was employed, or in the military service, or in the home for a number of years and who now is motivated to pursue an associate and perhaps a baccalaureate degree, however long it may take.

Today's junior college students have particular needs:

1. They need to explore their basic attitudes and values concerning religion, sex, self-concept, and their relationship with society in general.
2. Most students reside at home during the two years in which their needs for independence from family often are most acute.
3. Exploration of life goals in relationship to vocational goals is a need of many students.
4. Students seek and need a sense of achievement and recognition academically and socially.

There is an emerging pattern of characteristics of today's junior college students:

1. There are more men than women.
2. Most of them are single, but many are married and have children.
3. Approximately half of them are under 20 years of age;

approximately 20 percent are between the ages of 20 and 22; and approximately 16 percent are 30 years of age or older.

4. Their choices of vocations often express status values rather than real interest.
5. A large segment of junior college students express interest in the professions.
6. The majority of the students in technologies are males.
7. Many of the students in continuing education take courses to up-grade or gain a better position with the firm they are employed with.
8. Most students had average academic success in high school.
9. College test scores are above average for high school seniors, but below average for four-year college freshmen.

All levels of ability and talent are represented.

Today's community college operates under a unique but also an inevitable philosophy, namely, the matter of service to people. I think that at the very heart of this philosophy is the legally mandated provision of Illinois House Bill 1710, Section 317, which states that junior college districts shall admit all students who are qualified to complete any of the junior college programs. Now this means all. These people range in skills from those who ordinarily wouldn't have a ghost of a chance

in college in the traditional sense, to those with sophisticated abilities.

Also in Section 317 is the statement that after entrance, the college shall counsel and distribute the students among its programs according to the students' interests and abilities. This really lays it on the line for guidance people and points to the very heart of their work. This requires an exceptional degree of professional competence; a tremendous amount of common sense; a knowledge of the community; an understanding of the world of work; a grasp of personality dynamics, and many kinds of qualitative and quantitative evaluating instruments. Inasmuch as these demands are increasing at such an accelerating rate, junior college personnel people look to researchers and publishers for instruments to help them in this tremendously important task. These changing characteristics of college student population cannot help but have profound influence on four-year colleges and graduate schools, for that matter.

College measuring instruments in the past have traditionally been used primarily for the purposes of screening for college admission and registration.

Now in the contemporary and emerging philosophy of junior and senior colleges, instruments are needed not for screening for admission, but rather as instruments to help counselors in guiding students into appropriate programs and in aiding them to succeed in college. Such instruments are needed for purposes of articulation, both at the incoming end from high school or from wherever they may have come, to those who are going on to college graduate school or into some type of occupation. There is a pressing need for more precise predicting and measuring instruments for graduate, professional and vocational programs. There is an increasing

need for measuring and diagnostic instruments for couples, family groups, and older age groups. This is brought dramatically to our awareness when we realize that the number of seventy year old people in colleges increasing.

Junior and senior colleges of today have more diversified curricula than were ever dreamed of 20 years ago. College guidance workers must be well steeped in the philosophy of the most uncommon common man. There is something inherent in this philosophy that if a person has potentially to succeed in something and the college doesn't have something meaningful to offer, something had better be found.

To get right down to basics, then, college guidance workers are responsible to see to it that the community college open-door policy does not become a revolving-door policy, and that all colleges fulfill their role in society as vehicles for social mobility. College guidance workers must enter into increased synergistic relationships with the faculty, the community, and the providers of evaluating instruments wherein there will be a melding together of skills and resources so as to insure the fulfillment of the emerging societal and educational philosophy.

In the ultimate, the guidance worker's function and aims in all of higher education should aid students toward attaining maturity; acquiring of practical skills, both occupational and academic; contributing citizenship; appropriate leadership; appropriate followership; intelligent consumership; toward sustaining and perpetuating our cultural heritage; establishment of self-concept; developing value orientation; becoming constructive and contributing members of our democratic society.

To serve as guidance workers in the vineyards of the college and

university environment is both a challenge and very existentialist type of experience.

There is much innovation going on in today's colleges and universities; yet, in the same breath, there is much tradition behind them. They are not, however, bound by tradition. Today's college counselors are on the cutting edge of a new frontier, the length and breadth of which will not be adequately assessed or fully comprehended, for that matter, for generations to come.

THE STUDENT ORIENTATION PROCESS:
A KEY TO EFFECTIVE STUDENT PERSONNEL SERVICES

Patrick J. Dyra
Chicago City College

Ten years ago a telephone conversation between a Junior College Dean and his Assistant Dean on the evening before registration in a metropolitan area might have sounded something like this:

Asst. Dean: "Hello, George Pitts speaking."

Dean: "George, this is Dean Smith."

Asst. Dean: "Yes, Sir."

Dean: "George, I've been thinking about those freshmen again. As you know, we're going to have several freshmen coming in during the morning for testing while we're registering our returning students. Why don't you pick up some sweet rolls and order some milk. We'll give them a break between tests and send them down to the student lounge for refreshments before they register. It's going to be a long day for them. Oh yes, call Jim Hall, the new Director of Student Activities and have him tell the freshmen about our activity program during the break."

Asst. Dean: "All right, Sir. Do you have any idea as to how many freshmen are coming and how many rolls we'll need?"

Dean: "No. But get enough. Maybe some day we'll really know how many to expect. At any rate, we'll see how well Frank Barnes did on his high school visitations.

"We'll meet with the faculty from nine to ten in the morning and give them their instructions. Be sure to remind them to put the freshmen in a counseling class. We'll meet with the Department Chairmen later and assign faculty to the counseling sections. Wherever the programs might be weak, adjust them so that some of our older members have a counseling section."

"See you early in the morning, George. Good night."

Asst. Dean: "Good night, Sir."

Ten years ago Deans often wore many hats and attended to a myriad

of practical details. The large influx of World War II Veterans had all but disappeared, and the influx of Korean War Veterans had slackened. Sputnik, launched by the Soviet Union in 1957, was still in the minds of many, including educators. Projected enrollment figures, reflecting the postwar population boom, indicated ever increasing numbers of students would be graduated from high schools, many of whom would find their way to the nation's colleges. Greater stress was beginning to be placed upon the value of a college education. Junior colleges here and there were becoming more concerned with their image and status, lest their identity as college parallel course institutions be demeaned, and began to drop the "junior" appellation in favor of the "community college." Within their doors, the registration process was chaotic and the pace hectic. For many community colleges full-fledged "Student Personnel Services" was an ideal in the textbooks. The orientation process was an ideal in the textbooks. The orientation process was often rather piecemeal. Somewhat based upon experience, it was partly reflective, partly intuitive, and partly experimental.

Varying attempts were made to help students better formulate their goals. In a survey of 73 two-year institutions, quoted in Leland L. Medsker's 1960 edition of The Junior College: Progress and Prospect, it was noted that in seventy per cent of the two-year colleges, "...the most common type of structured group guidance program was a regularly scheduled orientation course that continued varying lengths of time." (4:154) In some places the course was given as much as three units of credit, while in others it ran for only a part of the first semester. In some of the colleges freshmen were required to take it; in others it was

an elective. While no intensive analysis of course content was made, interviews indicated that "in addition to the usual phases of orientation to college and how to study, it included units pertaining to the study of occupations, educational requirements for vocational preparation, and the meaning of test scores. In three instances the course in beginning psychology was expanded to include the desired orientation features. In one college a course in communication required of all freshmen was organized so as to include many orientation topics." (4:154)

Also in 1960 James W. Thornton, Jr., after examining the general education curricula as described in thirty public junior college catalogues, reported that, "Orientation, psychology, human relations, or personal adjustment courses are (sic) required for graduation in seven of the thirty colleges." (9:204) Both Medsker (4:151-155) and Thornton (9:254-259) indicated some kinds of preadmission counseling and individual counseling as well as freshmen week activities were made available by almost all of the two-year colleges. The orientation process in the operational sense seemed to be basically an information-giving process. The essential elements were there: dissemination of information, preadmission conferences, registration and program advisement, post-admissions counseling, group counseling sessions and individual attention. Yet, the implementation of the orientation process left much to be desired. Its effectiveness was questioned and its application was uneven.

Ten years have passed. Digital computers and data processing have made their mark in our society, and functional analysis is in vogue. Some things have changed; some things have not. In terms of structural organization some Deans have become Presidents, Assistant Deans have become

Deans, and their numbers have multiplied consonant to a real or anticipated expansion in enrollment and staffing. Viet Nam War veterans are beginning to enter the community college in large numbers. The junior college movement has gained momentum throughout the nation. As the numbers of two year colleges increased, several states have developed Master plans for higher education. Attempts are continually being made to make the open door community college as comprehensive an institution as its name implies in order to truly serve the needs of its heterogeneous student body. Much has been accomplished; much remains to be done.

On the practical level of operations within the community college, lines of communication are generally somewhat better delineated and responsibilities are somewhat better assigned as the trend has changed from, "George, do this," to "Let George do it"--without the connotation of "passing the buck." What was once thought of as simple is now complex. Registration is still chaotic and its pace hectic. Rivalries between faculty and counselors are sometimes apparent. Perhaps thinking of the days when a few people "processed" several thousand students, "old timers" scratch their heads and with tongue in cheek wonder aloud how they ever got through it, as Student Personnel Services seemingly gropes for its identity. Within this milieu one might well ask: "What has happened to the orientation process? Has it lost any of its importance?"

The key to the answer to the latter question lies not only in understanding the types of students served by the community college, but also the role the college must fulfill in a changing society. Last April, B. Lamar Johnson pointedly stated that role and the college's responsibility. "The two year college must offer more than merely a quantitative extension

of high school as it serves a variety of purposes. It has a responsibility to assimilate young people into a 'new higher education.' Besides offering academic preparation for the managerial, semi-professional, technical, and sales positions in which, according to one estimate, half the labor force will be employed by 1975, the two year college is obligated to provide quality preparation for entry into upper and graduate study. Viewed in this light the junior college has a greater responsibility than any other segment of the American educational system." (3:298) Student Personnel Services must undertake a large portion of that responsibility. The counseling staff, with its knowledge of the problems faced by students and its information reflecting their needs, aspirations, and abilities, should take the initiative in organizing the orientation process.

To be effective, however, that process must be viewed as an ongoing process, a cooperative effort involving administration, faculty, and student leaders. The roles of the latter two groups cannot be underestimated. How well the orientation process works depends upon the positive contribution made by each at the appropriate time. Research conducted at senior institutions can be instructive in this regard. A survey conducted among students who withdrew from Wisconsin State University, Oshkosh, indicated that the most frequently given reasons for withdrawal were the "lack of effective programming, advisement and student-teacher relationships" and "life in residence halls, linked with poor study habits," in that order. (2:60) Institutional research conducted at Dartmouth highlighted the peer group role and noted that, "once the student is on campus, the most important institutional influence brought to bear is probably the type of student with whom he is surrounded. Peer influence is powerful and pervasive, as

demonstrated by a host of psychological studies and specifically by Austin's (1965) finding that a student changing major is likely to change to some major which is popular on his campus." (1:526)

While few junior colleges in Illinois have to worry about residence halls, the findings of these two studies have their implications for our community colleges. Peer group influence can be beneficial or detrimental to the community college student just as poor programming can be. The student leader who can be a most effective reinforcer of sound opinion and advice is not necessarily the most popular student on campus, nor is he necessarily the most active. Arthur J. O'Shea's work on peer relationship and male academic achievement may raise a few eyebrows in this regard. He found that "among younger subjects high achievers tend to be more socially active than low achievers, while among college age students, low achievers tend to be the more socially active." (7:120) The President of the Student Senate can give the orientation process a positive assist. But it is likely that he is already overburdened with responsibility. The counseling staff should select several students who may be willing to help. Peer reinforcement of the value of budgeting time to be spent of work and study can help convince the freshmen of the need to develop good study habits.

In regard to the former question, "What has happened to the orientation process?", especially in Illinois, an impressionistic overview leaves some questions unanswered and suggests room for improvement. On the whole the community college movement has been impressive and the general development of Student Personnel Services commendable. With regard to the orientation process per se, however, a cursory review of available junior college catalogues indicates some lack of emphasis, and possibly an

injurious trend. These findings do not suggest that orientation information may not be found in other sources--handbooks, bulletins, etc.--distributed to students. Nor are they meant to infer guidance and counseling are deficient. Most, if not all, the catalogues provide some guidance and counseling information. Twenty-eight available two year college catalogues were reviewed. They were generally for the year 1968-69 or 1969-70, although two were 1966-67. Three of the twenty-eight were private two year colleges. The impressions gleaned from these catalogues (see Appendix A) are:

1. Ten of the twenty-eight catalogues do not mention orientation.
2. Only six of the twenty-eight listed a specific one hour credit course for orientation as required; five of these six gave a course description. Curricula were printed so as to reserve one hour of the student's program, first term freshman year, for this course, thereby building it into the student's program.
3. Title designations of these six courses were: Psychology 050, Counseling 101, Orientation 68.101, Sociology 120, Education 099, the local control principle operative and its responsiveness to local needs.
4. Two of the six colleges, however, dropped the one hour required course from their most recent publication. One went from the extreme of requiring a one hour course each quarter to a general statement making "every effort at smooth transition." The other has a Psychology of Adjustment course which is available, though not required.
5. Four additional catalogues indicated group counseling was required, but neither gave a course description nor made specific provision for it in the student's program or "course load." The inference is that group sessions somehow will be arranged around the student's scheduled classes.
6. Twelve of the twenty-eight catalogues indicated trained counselors, testing services, etc., are available on request.

While these conclusions are tentative and subject to error and change, the impression one receives is that some attention should be focused upon the orientation process. Orientation, one of the crucial factors

affecting the entering freshman, appears to have been relegated to a minor position. Particularly serious is the tendency to drop existing orientation courses. Such an omission can only serve to reduce the rapport between Student Personnel Services and the student, and to eliminate one avenue for "easing out" a latent ereminal student who begins to realize rather late that his aspirations exceeded his abilities. Without that rapport this student might well drop out of college entirely rather than reorienting himself into a more appropriate of beneficial curricular alternative.

It may be that the colleges that have dropped orientation courses felt them to be weak or ineffective. But if that is the case, isn't it better to discover the reasons why? If it is said that the student feels he is "not getting anything out of it," then perhaps the real question is what isn't the counseling staff putting into it; or perhaps, are the counselors utilizing valuable material but not presenting it in a manner so that the individual student perceives it as meaningful to him?

The orientation process, like any other process, can be improved. Orientation courses can be revised whenever necessary. Flexibility and informality may be prudent. The information imparted should be accurate and up-to-date. The counselors should keep abreast of current technological developments and should periodically review pertinent professional research. The student should be told why a test is being given and the ways its results might be used to help him. He should not get the feeling he is being used as a sample in institutional or private research without his consent. Periodic inquiry into the student's progress in each of his classes should be made so the student knows that both counselors and faculty are interested in him as an individual. The degree of rapport established during this one

semester may determine the further usefulness of the guidance and counseling staff as perceived by the student.

The importance and relevance of the orientation class to an effective orientation process is such that a momentary digression here to examine its salient features may be useful. Various study techniques should be suggested and discussed. Such a discussion of the need to form good study habits now could be related to the problems transfer students encounter in dormitory life on the university campus. Improvement in note-taking and listening skills could be encouraged in a practical and enjoyable way. The rules and regulations of the college can be explained together with the reasons for their efficacy. Computation of grade point averages, probation and exclusion policies and procedures can be explained thoroughly. Area transfer institutions can be identified and transferability of courses discussed. Practical familiarity with the library should be encouraged. Both the Dewey Decimal System and the Library of Congress System should be explained. Various bibliographical indices and periodical guides should be identified and their use demonstrated. Commonly used classroom examination terminology--"contrast," "compare," "delineate," "define," etc.--could be clarified. Assistance can be given to help the student formulate and articulate questions helpful to him in a classroom situation. Exposure to occupational fields can be presented together with salary information, required educational preparation and necessary skills. Pertinent, compatible, personality traits and the probable need for future retraining should be mentioned. Available financial assistance for all students should be identified and personal, confidential interviews given each student. The list of possibilities is endless and the variety sufficient enough to counter-

act boredom and disinterest.

Feedback through student responses to orientation programs provide clues to modifying the orientation process itself through appropriate changes of emphasis. C. Dean Miller and Allen E. Ivey working in this manner at Colorado State University noted changes in student attitudes toward pre-college orientation programs after introducing a one-day, parent-student session which facused on individual student conferences with trained counselors. This was introduced into the previously all social welcome week activities. Both students and parents attended a welcome session, toured the campus, met the college personnel staff, talked with college deans and faculty members. The students' perception of the central purpose of the orientation program had shifted from "social" to "academic" factors. They identified acquaintance with the campus, faculty, and administration, the preview of what was ahead scholastically, and getting students to think seriously about their undertakings as chief values. Students especially enjoyed direct contact individually or in small groups with counselors or faculty members. Parents who received a better idea of what to expect from their children's experience reacted favorably as well. Counseling parents as a means of changing students' behavior was considered as having produced noteworthy results. It was felt also that the orientation program contributed "to the elimination or lowering of pre-college anxieties by providing information at a critical time for both students and parents." (5:1025-1029)

On the junior college level similar results could be achieved on a much smaller scale. In inner city areas individual leaders who command the respect of the prospective community college student might attend such sessions whenever parents might be unwilling or unable to attend. In this

way parents, community leaders, and the student themselves can come to a better understanding of what to expect from the college. Using similar techniques and utilizing the community services of the college, counselors could make contacts with community groups, agencies, and employers to inform them of the opportunities afforded the adult member of the community both for job up-grading and general enrichment.

The orientation process then does not begin when the student fills out his application for admission. Viewed as an on-going process, it begins with pre-orientation contacts made in the high school and with community organizations. The pre-orientation aspects of the process are academically intertwined with careful articulation between both the high school and the senior institutions and should involve the teaching faculty. The technical offerings of the community college should be accented, and students enrolled in both curricular areas should be part of a high school visiting team. Many youngsters often fail to make a vocational choice because of unfamiliarity with the world of work on a large scale. This is where technology itself could be put to work. An Experimental Computer Based Education and Career Exploration System as described by Minor, Meyers, and Super could help solve the problem of disseminating information which the counselors of both high schools and colleges are often too busy to pursue faithfully.

Ideally, the student at the first year or two of each level of education could become involved in a period of formal exploration of educational and vocational paths. Such a system would broaden the student's knowledge of occupational areas, "provide those interested in post high school education with a practical means of exploring related educational

or curriculum preferences exclusive of occupational goals, but with the ability of relating these preferences to occupational potential." (6:565) Such a computerized vocational information system could be underwritten by state or federal funds, in part. One such system already is in operation as a cooperative project at Willowbrook High School and the College of DuPage.

Increased cooperation with the high schools might also afford the college an opportunity to provide a testing service for the high schools in the district. While some benefits would accrue to both institutions, the community college counselor would be in a position to counsel more effectively entering students who had completed much of the testing during the senior year in high school. Such early testing should be of special importance to urban schools where the work patterns of students often mitigate against pre-registration orientation conferences and testing. In these cases especially the open door college must not wait for the students to descend upon them. The counselors would already have a bank of useful accessible data to facilitate the orientation process on campus.

Moreover, the importance of early vocational aptitude testing as distinguished from vocational preference testing should not be minimized, Medsker indicates that while about two-thirds of students who entered the community colleges indicated an intention to transfer to a senior institution, "only one-third of them actually went beyond the junior college." (4:112) A considerable number of entering community college students then actually become latent terminal students. Such an early testing program, especially one including vocational aptitudes, could only succeed if it were accepted by the community. Here again, peer reinforcement, if genuine,

could make acceptance possible. It must be understood that test results will not exclude anyone from admission to the college. Students must be given an opportunity to follow their interests for a time since the community college also has its "late bloomers." Test results can be used as general indicators but not as absolutes. This is especially true in the case adults and veterans who have been away from formal educational institutions for some time. A recent study conducted at the University of Illinois shows first term grade point averages of veterans is .267 higher than that of non-veterans and suggests "that academic potential of veterans is underestimated by ACT and high school percentile rank." (7:191)

It would be helpful, nevertheless, for the battery of tests given to all high school seniors to include a vocational aptitude test. For those who have not achieved their higher aspirations, this information can be of invaluable assistance to counselors and instructors aiding those students during the "easing out" process. The student could avail himself to a technical or vocational curriculum compatible with his interests and aptitudes.

Such a test, to be useful to the student, must do more than simply register his interests. It would have to enable him to rate himself in vocational areas prior to testing and then provide him with a profile which actually rated his aptitudes as a result of testing, and still provide him with a means of adjustment that would also indicate curriculum areas containing several related occupations that he could pursue meaningfully. Science Research Associates' Vocational Planning Inventory is a step in that direction. Utilizing non-verbal and verbal exercises the inventory report shows the student the curriculum area in which he is likely to experience

success. It does not tell the student what area he should go into, but it is intended to give an indication of what his grade might be in a number of curriculum areas. (10:6)

Once having been admitted in the college the student orientation process continues its function by familiarizing the student with his new environment. Orientation day activities usually are conducted by the Director of Student Activities together with the President of the Student Senate. Administration officials, faculty committee heads, department chairmen, Student Senators, the newspaper staff, etc., may be introduced to the entering freshmen. Welcoming speeches are made. Social and cultural activities of the campus are usually depicted. The processes of student government are described and the new student is encouraged to participate fully in campus political life. Orientation Day is an excellent opportunity for chairmen to outline their department's curricula and to make themselves available to answer any questions a student may have. It is also a time when the freshmen can meet representatives of the various campus organizations and their faculty sponsors. The new student is familiarized with the physical plant that comprises the campus.

Sometime during the day registration procedures are explained, and the student is encouraged to become familiar with the college catalogue, the course offerings, and the student handbook. He will be told where to report for any remaining placement tests that might be necessary and that during registration he will be advised by a counselor or a department chairman and programmed by faculty members. Hopefully, the freshman is informed that an orientation course designed with his needs in mind will be part of his program.

The orientation process, therefore, should be viewed as an ongoing, cooperative process involving faculty, knowledgeable peers, student personnel services, and administration in a continuing interaction with the college freshmen. To the extent decisions made in the community college will affect his future, the process should be perceived broadly as orientation to life. It can be the key to success. Viewed functionally, whoever is responsible in whatever structural organization the local community college may have designed to meet its operational requirements, the orientation process must be concerned first and foremost with the individual student and the meaningful service it can provide him. The counseling staff must take a leading role in the process. The more information counselors have prior to registration the better job they will be able to do. In this light pre-orientation procedures take on a greater, if not vital, importance necessitating closer articulation with the high school and a cooperative early testing program, including vocational aptitude inventories for all students. The wide range of data thus derived can be beneficial to the welfare of the individual student once registered and familiarized with the college environment. The orientation process, continuing through an orientation course, provides the means for the student to come to know himself better. Of the functions and services provided by the community college, the orientation process is one of the most important. Perhaps, in the long run it is the most important. It is essential that it be perceived broadly and done well. The degree of rapport established in this course can establish the future effectiveness of Student Personnel Services for each student, be he late bloomer, latent terminal, or transfer oriented.

COMMUNITY COLLEGE PERSONNEL SERVICES
AND THE CREDIBILITY GAP

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Student personnel work has not achieved professional recognition in the community of professionals operating on campuses. Student personnel workers, their philosophy, and their goals are not among the major influences today in colleges and universities ... When given the option, students having learned to value expertise will turn to fully qualified specialists rather than to generalists whose role and qualifications are less clearly identified.¹

This attitude was recently expressed in a current journal article regarding the counseling function; it appears to indicate that the counseling profession still has not rid itself of the criticism which has plagued the profession historically. What are some of the significant factors which have perpetuated this type of criticism?

A community college president and a North Central Association evaluator recently commented on the perceived lack of credibility concerning the counseling staff.² It appears as if this "credibility gap" has generated suspicion between (a) the administration and the counseling staff (b) the teaching faculty and the counseling staff and (c) the students, the parents and the counseling staff. A brief description of these topics may offer some insight into the reasons why the "credibility gaps" exist.

Historically, counseling in American schools derives from the vocational guidance and the mental health movement. The administrative perception of the counselor in the 1940's and 1950's was one which viewed the counselor in a curriculum placement role. The diversified curriculum made it necessary that a person assumed the responsibility for guiding the student through the several curriculum choices offered.³ Many school

administrators prior to 1958 had serious reservations regarding the school counselor's tendency toward therapeutic counseling and his desire to remove himself from clerical work and the consideration of administrative loose ends.⁴

More recently Raines' study found college guidance services generally deplorable. They lacked qualified professional staff, the programs were underfinanced, and effective administrative organization seemed to be lacking in most instances.⁵

Many school counselors were not professionally educated to render personal counseling services to students. Many were former classroom teachers who inherited their positions through a procedure which approximates the medieval concept of divine right.⁶ Individuals who had seniority and who had "seen their better days" as teaching faculty were made counselors.

With this traditional attitude ingrained within the minds of many teaching faculty, several teaching faculty are not at all convinced that counselors understand students any better than other adults.⁷ The implication drawn is that the counseling faculty is lacking in the necessary preparation and competency to fulfill its role. This point of view is further supported by James F. Penney who claims: "the student personnel worker has not been accepted by the academicians as competent in some areas where recent developments have produced highly trained specialists with whom the student personnel worker competes."⁸ Coinciding with this belief is the teaching faculty's criticism of the counseling staff for lack of growth and progress. Penny states: "The major textbooks include five altogether. Student personnel has not historically produced and is not

currently producing fundamental literature by means of which the specialty can be identified, evaluated, and its progressive development calculated."⁹

The role of the counselor is questioned by several faculty who seem to indicate that counselors are unjustly diagnosing and treating the emotionally disturbed student.¹⁰ This role may differ with Wrenn who states that adequately trained counselors can be effective in counseling the emotionally disturbed student and may engage in this activity although the primary emphasis in counseling students is on the developmental needs and decision points.¹¹ In regard to this point, one counselor educator claimed: "the counselor who thinks he is a psychologist is a dangerous person ... a real fathead."¹²

Acceptance of the counselor's role is further complicated by the teaching faculty's perception of a personnel bureaucracy. An increase in the counseling staff without significant progress in reference to student service prompted Nancy Schlossberg to write: "While it seems obvious that more and better trained specialists are needed, the possibility exists that increasing the personnel bureaucracy without any basic change in approach might not really help students."¹³ With a bureaucracy, "student personnel work is conceived by many teaching faculty as a stepping stone toward an administrative position. In one instance this factor became apparent when the counseling staff was not recognized as either faculty or administration by a large metropolitan teachers' college union;¹⁴ the counseling staff was recognized as a group of strangers lost in limbo. Several teaching faculty were further annoyed with the counselor's twelve month salary year, and many others were critical of counselors with none or relatively little classroom teaching experience. In response to this issue one educator commented:

"Teaching experience is essential to counseling ... without it counselors would not understand the psychological situation between the teacher and the student and might invariably take the student's side."¹⁵

Another major factor responsible for "the credibility gap" is the counselor's lack of identity as perceived by many faculty and some counselors as well. On the topic of who am I and what is my role, C. H. Patterson contends:

The lack of identity is evidenced by the confusion over present and future roles and functions of counseling psychology. It is related to the unsuccessful attempts to differentiate counseling and psychotherapy¹⁶ There are too many people like Alice and Wonderland making counseling mean whatever they want it to mean...¹⁷

Lawrence M. Brammer in further commenting on the counselor's role says:

Counselors are being criticized by other professions for their superficiality and ambiguous roles; they are being dispossessed of their domains; they are pre-occupied with old issues about counseling vs. psychotherapy, referral, supervision, and function.¹⁸

This perceived lack of identity leaves the counselor in a vulnerable position. He remains at the mercy of the critical educator who wishes to label him in his own way. One educator in doing just that remarked:

Student personnel workers tend to be relegated to subordinate and peripheral positions as middle and lower level administrators who are seen by academicians as essentially uninvolved by the real live issues of campuses in the 1960's.¹⁹

A negative position professed by educators like James F. Penny breeds counter-reactions by the counseling staff. The counseling faculty criticizes the teaching faculty for their job security and their lack of initiative.

Many faculty are concerned with only survival under existing

conditions and have no real expectation that they will enjoy their work or have high morale. For many faculty it is no longer the question of doing the job well, but rather a discussion as to how to last through each day of the week.²⁰

Several counselors become critical of many teaching faculty for favoring their subject-area at the expense of the student. This feeling caused one counselor to remark: "Is the student the primary object of education or is the subject-matter the premium mobile?"²¹

Is the student's concern for the counselor as "noble" as the counselor's apparent concern for the student? Traditionally, students saw counselors as buffers between themselves and the teachers. Counselors were expected to be advocates if the student had problems concerning a teacher. Today, many students are searching for the individual who is the most helpful to him; it doesn't matter if the individual has the title of counselor. This feeling is implied by Hugh Lytton who says:

The most important issue in the minds of the students is the counselor's personality. Some counselors are understanding and sensitive to personal problems. On the other hand, it is only natural that students by no means see all counselors in this light or that some students and counselors do not harmonize very well.²²

The student's conception of the counselor is reflected in the parent's attitude toward the counselor. The parents perked up with the advent of Sputnik in 1958 and viewed an expanded counseling function as a purveyor of college information for their sons and daughters. It was alright for the counselor to help with college planning but "low and behold" if the counselor meddled with Johnny's psyche.²³

The attitudes and values reflected by several administrators, counseling and teaching faculty, and students and parents permit a "credibility gap" is essential to the successful operation of the college.

Perhaps one of the most important contributions the community college can make to bridge the gap is to develop the concept that teaching and counseling are interwoven, mutually dependent operations, both of which are important to the reason why the community college is in "business;" it's in "business" to serve the students, and there should be a total commitment to this end.

Direct personal involvement of the teaching faculty and the counseling faculty on aspects of orientation, academic advising, curriculum coordination (cognitive and non-cognitive skills), and institutional research (understanding of the specific community college climate-characteristics of students, faculty, administrators, and total community including its ethnic, ecological, sociological, political, and economic dimensions) will help to bridge the gap. Boris Blai, Jr., in commenting on the need for cooperation in institutional research says:

It is particularly important to recognize that the need for, and the involving of teaching or administrative faculty in self-study or institutional research is as great in the junior college as it is in the four-year institution.²⁴

These working relationships between the counseling faculty and the teaching faculty will hopefully create and foster an understanding of the worth of each other's work in conjunction with the college. With this understanding, Student Personnel Services, as one community college educator put it, can "become the guts of the community college operation."²⁵

FOOTNOTES

1. James F. Penny, "Student Personnel Work: A Profession Stillborn," The Personnel and Guidance Journal, 47 (June, 1969), 958.
2. Bartlett and Jacobs, Seminar: Community College Student Personnel Services, Northern Illinois University, July 18, 1969.
3. Hugh Lytton, "School Counseling - An Outside View." The Personnel and Guidance Journal, 47 (September, 1968), 14.
4. Angelo V. Boy and Gerald J. Pine. "A Sociological View of the Counselor Role: A Dilemma and a Solution," The Personnel and Guidance Journal, 47 (April, 1969), 736.
5. Clyde E. Blocker and Richard G. Richardson. "Teaching and Guidance Go Together," Junior College Journal, (November, 1968), 14.
6. Boy and Pine, p. 736.
7. Lytton, p. 16.
8. Penny, 959.
9. Ibid., 960.
10. Bartlett and Jacobs, Seminar: Student Personnel Services, July 18, 1969.
11. C. G. Wrenn. The Counselor in a Changing World. Washington, D. C., American Personnel and Guidance Association, 1962, 109.
12. Lawrence M. Brammer. "The Counselor is a Psychologist," The Personnel and Guidance Journal, 47 (September, 1968), 7.
13. Blocker and Richardson, p. 14.
14. Contract Agreement between Chicago Cook County College Teacher's Union and the Board (1967 - 1969).
15. Lytton, p. 16.
16. C. H. Patterson. "What is Counseling Psychology," Journal of Counseling Psychology, 16 (January, 1969), 23.
17. Ibid., p. 27.
18. Bremmer, p. 5.
19. Penny, p. 959.

20. G. Wolz et al. "School Climates and Student Behavior: Implications for the Counselor Role," The Personnel and Guidance Journal, 47 (May, 1969), 864.
21. Blocker and Richardson, p. 16.
22. Lytton, p. 15.
23. Ibid., p. 14.
24. Boris Blai, Jr. "Institutional Research - A Junior College Management Took," The Journal of College and University Personnel Association, 20, (February, 1969), 59.
25. Robert Birkhimer. Seminar: Community College Personnel Services, Northern Illinois University, July 16, 1969.

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A PROPOSAL FOR THE MANAGEMENT OF STUDENT CONDUCT
IN COMMUNITY COLLEGES

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I. Introduction and Purpose

The administration of student discipline is an important aspect of the educational process at this college. It relates closely to the teaching program, and has an important bearing on the success in educating many of the students that come to us. Of equal importance to learning is that the disciplinary part of the educational process may have its greatest value for learning on students that never appear in the disciplinary process.

The college's primary role is to provide purpose and direction to the achievements of its educational objectives with the least possible wasted effort. It is necessary to initiate reasonable roles and regulations so as to insure the daily discharge of its educational responsibilities. A systematic body of rules directed toward developing and maintaining a campus environment that stimulates student learning and progress toward the institution's educational objectives is considered to be a vital part of the educational process.

The purpose of this paper is to establish a framework for the management of student conduct within the context of the educational setting. The emphasis of our approach to a procedure for the administration of student conduct will be based on a "student's readiness and motivation to make proper use of what the college has to offer", and not from the point of view of punishment. The college has no prosecutor nor police, and does not have power to make investigations or to compel witnesses to

appear or testify or enforce rules of perjury. Law enforcement is not part of the educational process. The college, like any other citizen, must do its share when called upon to cooperate with agencies charged with law enforcement responsibilities, but it has no assignment of function in this area.

The college has an assignment to require students to behave themselves properly in the sense as these terms are generally understood in our community. The standard of due process to be used in the disciplinary procedures is viewed within the educational setting rather than as a modified civil or criminal court procedures environment. The disciplinary procedures to be adopted emphasize a student's educational welfare and relationship between persons and committees administering the disciplinary program. The educational welfare point of view more often than not requires a confidential relationship between students and officials of the institution, and does not lend itself to rules as a trial at law is conducted. The procedural safeguards employed will be based on a standard of due process that will insure that the student is treated fairly and that a fundamental fairness or fair play and reasonable rules reasonably applied are the basis of the entire educational welfare process.

II. Authority

Community College boards are responsible for adopting and enforcing all necessary rules for the management and government of the college of their districts. Certain functions inherent in the educational process are under the control of the faculty* by custom and assignment from

* The term faculty as used throughout this statement shall refer to teachers, counselors and administrators.

the college governing boards. One of the functions is the "conduct of students". In order to establish the boundaries of a college board's jurisdiction over student conduct the following is quoted from the American College Personnel Association's "Student Discipline in Higher Education", published in 1965:

- "1. A college has a primary concern with matters which impinge upon academic achievement and standards, and the personal integrity of its students.
- "2. A college has an obligation to protect its property and the property of members of its community.
- "3. A college has a special interest in the mental and physical health and the safety of members of its community.
- "4. A college has a fundamental concern for preserving the peace, for insuring orderly procedures, and for maintaining student morale.
- "5. A college has some responsibility for character development, for maintaining standards of decency and good taste, and for providing a moral climate on the campus.
- "6. A college has a commitment to enforce its contractual obligations.
- "7. A college seeks to protect its public image as an educational institution responsible through its governing board to a statewide community."

It can be noted that the seven areas of concern are generally acceptable to public expectation and tradition.

Since the control of, and the responsibility for, conduct of students is assigned to the administration and faculty it is clear that this

responsibility extends to all members of the professional staff and covers situations and circumstances beyond those involved in formal disciplinary procedures. The formal discipline procedure is traditionally vested in the president of the institution. By delegation of authority and appointment, the Dean of Student Services should be given jurisdiction over student discipline and responsibility for the college discipline program.

The Dean of Student Services is thus authorized to establish appropriate committees of faculty and/or students to administer those functions of the college disciplinary program as may be assigned to them.

III. Philosophy and General Regulations

A student attending a community college has the right of citizenship and should not expect the institution to interfere with off campus, non collegiate sponsored activities. Freedom from institutional interference carries with it the student's responsibility to conform to societal norms and not expect the college to grant them sanctuary.

Offenses of a civil nature occurring away from the campus should be handled by appropriate civil authorities without institutional action. In order to achieve a productive end result and to assist each student to benefit from the educational program of the institution the central element and general code of conduct are outlined herein.

The central idea to the institutional philosophy is that the college is enduring and the student's relationship is transitory. The officials of the college are responsible to preserve and maintain the institution for future generations. A code is essential to perpetuate a climate of learning undisturbed by student behavioral standards or be deprived of the benefits offered by the institution.

Obligations of a Student. Attendance at a tax supported educational institution of higher learning is not compulsory. The federal constitution protects the equality of opportunity of all qualified persons to attend. Whether this protected opportunity be called a qualified "right" or "privilege" is unimportant. It is optional and voluntary.

The voluntary attendance of a student in such institutions is a voluntary entrance into the academic community. By such voluntary entrance, the student voluntarily assumes obligations of performance and behavior reasonably imposed by the institution of choice relevant to its lawful missions, processes, and functions. These obligations are generally much higher than those imposed on all citizens by the civil and criminal law. So long as there is no invidious discrimination, no deprivation of due process, no abridgement of a right protected in the circumstances, and no capricious, clearly unreasonable or unlawful action employed, the institution may discipline students to secure compliance with these higher obligations as a teaching method or to sever the student from the academic community.

No student may, without liability to lawful discipline, intentionally act to impair or prevent the accomplishment of any lawful mission, process, or function of an educational institution.

Violation of any article or articles of the Student Conduct Code by any student may result in disciplinary action imposed by a Student Conduct Board. Misconduct for which students are subject to college discipline could be listed as follows:

1. Illegal mass activities and/or obstruction or disruption of teaching, research, administration, disciplinary procedures or other college activities, to include public service functions, on any college owned,

leased or rental facility.*

2. Disorderly conduct or lewd, indecent or obscene conduct or expressions on college facilities or at college sponsored or supervised functions.
3. Damage to, or theft of, college property, or property of a member of the college community, or a campus visitor while located on college property.
4. Unauthorized entry or access to college equipment, facilities, or supplies, or unauthorized use thereof.
5. Gambling by any person on institutional facilities or at institutional sponsored events.
6. Misuse of privileges and fraud. Forgery, alteration or use of college documents, records or instruments of identification with intent to defraud.
7. Physical abuse of any person on college owned or controlled property or at any college sponsored or supervised function, including conduct that threatens or endangers the health or safety of any person.
8. Possession, use or distribution of any narcotics or dangerous drugs not expressly permitted by law on college property or at any college sponsored event.
9. Possession or use of alcoholic beverages or being under the influence of such beverages on any college property or at any college sponsored event.
10. Academic or related offenses. Any act of dishonesty, including but not limited to, cheating, plagiarism, misuse of college documents or records, or knowingly furnishing false information to the college.

*The term college facilities hereinafter used shall refer to college owned, leased or rental facilities.

11. Violations of Student Conduct Board actions or directives and failure or refusal to comply with directions of a college official acting in the performance of his duties.
12. Violations of any published college policy or regulation that is reported or described in any official college publication, to include but not be limited to, catalog, student handbook and other official communications to students.
13. A community college's concern does not ordinarily extend to off-campus activities except in exceedingly rare cases, such as: When a student uses the college's name to falsify its position or to associate it with a cause not approved by the college; student interferes with persons entering or leaving the campus or interferes with classroom instruction or other essential functions of the institution, even though he is not actually on campus at the time of such action; or a student's action is clearly and distinctly damaging to the institution's special interests as an academic community.

IV. Jurisdiction and Procedures

It will be the purpose of the Student Conduct Boards to determine the degree, if any, of the violation of the code of conduct and determine appropriate sanctions. Any faculty member, administrator or any student of the college may file charges against any student of the college for violation of the code of conduct.

Two levels of student conduct boards may be established with appropriate appeal procedures. Each SC Board will have its limitations of jurisdiction as indicated herein.

A. STUDENT CONDUCT BOARD I

This board is established to provide prompt and informal determination of a student's capacity to continue to use the educational benefits offered by the college.

1. Personnel: SCBI will be composed of no less than three members, two faculty members and one student member. The senior faculty member will function as the chairman. All appointments will terminate at the close of the spring semester each year.
 - a. Faculty members will be designated as two principal members and one alternate member.
 - b. A panel of no less than six (6) students should be selected by the institution's student senate. The president or vice president of the student senate should jointly select, with the Director of Student Activities or Dean of Student Services, one student to be designated as principal member and one student as an alternate member.
 - c. Student members selected must be in good academic standing at the time of selection, and remain in good academic standing while serving on SCBI. The student must have accumulated at time of selection no less than 12 semester hours and no more than 64 semester hours of post high school studies. A student member that accumulates 64 semester hours or more may continue to serve on SCBI until the end of any semester in which the 64 hour limit has been reached.
 - d. The persons designated as principal members should be expected to serve on SCBI each time the chairman convenes SCBI. The

chairman and each member should have an equal vote and should be expected to vote on each case. The vote should be recorded by number in the case summary (for example, 2 to 1 not guilty of charge). SCBI can be convened and conducted with the chairman and any two designated members from either faculty or students if principal and alternate members fail to attend after a proper and reasonable notification has been issued. Principal members should always be requested to serve by the chairman prior to alternate members.

- e. It should be the duty of the chairman of SCBI and members to receive and evaluate incidents of student conduct referred to it by the office of Student Services and render a written decision thereon. SCBI should conduct the proceedings in a prompt and appropriate manner consistent with the academic community. The chairman of SCBI will decide whether hearings will be open to the public or closed, giving due consideration to the nature of the conduct violation and the desires of the student charged with same.

- 2. Jurisdiction: It will be the board's duty to receive and evaluate in a prompt and judicious manner any alleged incidents of violation of the Code of Conduct referred to it by the Dean of Student Services. A disposition will be made of any code violation whether the student is present or not at the board inquiry. (The board may grant a continuance of a hearing when specifically requested by the student concerned.) The following is a list of sanctions that are considered to be within the jurisdiction of SCBI. More than one sanc-

tion may be imposed at any one time by the SCB. (Definitions of sanctions are contained in the following section.)

- a. Counseling.
- b. Admonition.
- c. Warning.
- d. Censure.
- e. Disciplinary probation.
- f. Restitution.
- g. Referral to a Student Conduct Board of higher jurisdiction.

NOTE: All SCBI decisions are effective upon notification to the student concerned by any reasonable means, to include registered mail.

3. Appeal:

- a. Written appeal to SCBI decisions may be made within five (5) school days to the Dean of Student Services.
- b. The written appeal will be forwarded to SCBII. The SCBII will review and offer to hear new evidence and render a written decision.

B. STUDENT CONDUCT BOARD II

This board should be established to provide a body to determine a student's capacity to continue to use the educational benefits offered by the institution.

1. Personnel: SCBII should be composed of no less than five members, three faculty and two student members. The senior faculty member will function as the chairman. All appointments should terminate at the close of the spring semester each year.

- a. Faculty members should be designated as three principal members and three alternate members.
- b. A panel of no less than nine (9) students should be selected by the institution's student senate. The president or vice president of the student senate should jointly select, with the Director of Student Activities or the Dean of Student Services, two students to be designated as principal members and two students as alternate members.
- c. Student members selected must be in good academic standing while serving on SCBII. The student member must have accumulated at time of selection no less than 18 semester hours and no more than 64 semester hours of post high school studies. A student member that accumulates 64 semester hours or more may continue to serve on SCBII until the end of any semester in which the 64 hour limit has been reached.
- d. The persons designated as principal members should be expected to vote on each case. The vote will be recorded by number in the case summary (for example, 4 to 1 not guilty of charge). SCBII can be convened and conducted with no less than five members. If the student principal and alternate members fail to attend a board session after proper and reasonable notification has been issued, the chairman may request the alternate faculty members to serve. Principal members should always be requested to serve by the chairman prior to alternate members.
- e. It will be the duty of the chairman of SCBII and members to receive and evaluate incidents of student conduct referred to

it by the office of student services and render a written decision thereon. SCBII will conduct the proceedings in a prompt and appropriate manner consistent with the academic community. The chairman of SCBII will decide whether hearings will be open to the public or closed, giving due consideration to the nature of the conduct violation and the desires of the student charged with same.

2. Jurisdiction: It will be the board's duty to receive and evaluate in a prompt and judicious manner any alleged incidents of violation of the Code of Conduct referred to it by the Dean of Student Services. A disposition will be made of any code violation whether the student is present or not at the board inquiry. (The board may grant a continuance of a hearing when specifically requested by the student concerned.) The following is a list of sanctions that are considered to be within the jurisdiction of SCBII. More than one sanction may be imposed at any one time by the SCB. (Definitions of sanctions are contained in the following section.)

- a. Counseling.
- b. Admonition.
- c. Warning.
- d. Censure.
- e. Disciplinary probation.
- f. Restitution.
- g. Suspension.
- h. Expulsion.

NOTE: All SCBII decisions are effective upon notification to the student concerned by any reasonable means, to include registered mail.

3. Appeal:

- a. Written appeal may be made at any time to the president of the institution.
- b. The Dean of Student Services will review all board actions involving suspension and expulsion and furnish recommendations to the president of the institution.

C. SANCTIONS.

1. Counseling: A relationship oriented to encourage a constructive behavior change.
2. Admonition: An oral statement to the student offender that he has violated university rules.
3. Warning: Notice to the student, orally or in writing, that continuation or repetition of the conduct found wrongful, within a period of time stated in the warning, may be cause for more severe disciplinary action.
4. Censure: Written reprimand for violation of specified regulation, including the possibility of more severe disciplinary sanction in the event of conviction for the violation of any regulation within a period of time stated in the letter of reprimand.
5. Disciplinary Probation: Exclusion from participation in privileges or extracurricular university activities as set forth in the notice of disciplinary probation for a specified period of time.
6. Restitution: Reimbursement for damage to or misappropriation of

property. Reimbursement may take the form of appropriate service to repair or otherwise compensate for damages.

7. Suspension: Exclusion from classes and other privileges or activities as set forth in the notice of suspension for a definite period of time.
8. Expulsion: Termination of student status for an indefinite period. The conditions of re-admission, if any is permitted, shall be stated in the order of expulsion.

V. Due Process

It should be the responsibility and the intent of the community college to treat all students in a fair, courteous and impartial manner. Each Student Conduct Board will attempt to determine in what way a student has failed to conform to the foregoing conduct code to assess a student's readiness to make use of what the college has to offer.

The following general approach to "Due Process" is outlined:

- A. First, the student should be given adequate notice in writing of the specific ground or grounds and the nature of the evidence on which the disciplinary proceedings are based.
- B. Second, the student should be given an opportunity for a hearing in which the disciplinary authority provides a fair opportunity for hearing of the student's position, explanations and evidence.
- C. No disciplinary action should be taken on grounds which are not supported by any substantial evidence.
- D. Each student should receive a written notice of any decision rendered by a Conduct Board. If a student fails to appear, after

proper notification, at a Student Conduct Board inquiry, the Board will proceed and render a written decision in the same manner as though the student were present and elected to remain silent.

E. Each student will be informed of the procedures for appeal.

1. Decisions of the SCBI may be appealed in writing to the Dean of Student Services.

2. Decisions of the Student Conduct Board II may be appealed to the president of the college.

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COUNSELING OCCUPATIONAL STUDENTS IN A COMMUNITY JUNIOR COLLEGE

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Even though career exploration is usually begun in junior high school and continued in high school, many students do not have any idea of what career they wish to follow when they enter junior college.* Many have taken a college preparatory program in high school and then have found that for various reasons they need or should have occupational education at the junior college level. The student's career goals and expectations may have changed just prior to entering junior college or may have changed while the student is attending college. Also, the student may need to be led to see that he should change his career goals and expectations (upward as well as downward). All students can profit from occupational counseling, but those who have suffered a lack of a sense of direction prior to attending junior college can especially benefit from this type of counseling.

Guidelines for Counseling Occupational Students

The items discussed in the following paragraphs apply to all counselors, but are particularly pertinent to those who are charged with the responsibility for occupational counseling.

The counselor must know thoroughly the nature of the students who are attending the community college where he is employed. (11:10-16). Institutional research should be conducted to determine all facets of the makeup of the student body. This research should be continuous so that

*The terms "junior college," "community college," and "community junior college" are used interchangeably throughout this paper.

the information is updated at least annually. If such research is not being conducted by the college, the counselor should enlist the cooperation and backing of faculty members and administrators to initiate and continue the research.

The counselor should be familiar with a wide range of occupations. He should have information about job duties, education and training requirements, working conditions, employment outlook, opportunities for advancement, and beginning salary of these occupations. Also vital to effective counseling is a knowledge of the emotional needs that the occupations would satisfy. The counselor should maintain an up-to-date careers file and ensure that it is readily accessible to students and faculty. (3:21) Pamphlets containing information concerning various careers and the programs the college presents to prepare for these careers should be available in many locations both on and off campus.

The counselor should initiate research to determine the occupational opportunities available not only in the immediate community of the college, but also in the surrounding region. Information should be gathered not only on the skills and knowledges required but also the type of emotional makeup necessary for success in the occupation. A job survey is an excellent means of involving the local community in the operations of the junior college. (10:65)

The counselor should know thoroughly the occupational offerings of the junior college and how they relate to the capabilities, aptitudes, interests, desires, and emotional makeup of the student. The counselor should also know what alternate routes a student may take within a curriculum, particularly when the student discovers that he must lower his

aims and expectations. The counselor should work closely with faculty members in various departments to gain information and insight into the programs offered by the college.

The counselor must be an expert in differential aptitude testing and differential interest testing in order to gain basic information about the student necessary for effective counseling. Collins suggests that there is another dimension to counseling which is touched by the interest testing.

This dimension falls within the value structure of the student and probably could most meaningfully be labeled occupational values. It is the weighting different people give to various aspects of any job, e.g., some people would give more weight to the significance of the task performed than to the monetary rewards or some people would give more value to an aura of glamour and romance attached to a job than to the security of that job. (4:23)

Collins believes that the counselor should be a

catalyst in the penetrating investigation of values by students. . . . To be a catalyst to value analysis, a counselor must radiate approachability and acceptance, must have a certain urbanity and detachment and must have a tough, logical mind; otherwise he simply joins the student in beating his way around in circles. (5:549)

The counselor should have available for ready reference background information on students (test scores, previous grades, present program of studies, personal and family information, etc.) so that he can relate all other knowledge and information to the needs of a particular student and apply his expertise as a counselor. All the above information concerning occupations and students is vital to effective counseling, but it is worthless unless the counselor is able to integrate this information and relate it to a particular student through interaction so that it is meaningful to that student. (6:28-34) The counselor must help the student

"evaluate his own interests, needs, and values, and understand their relationship to his development." (8:648)

The counselor should act as a catalyst in enlisting the participation of various departments of the college in disseminating career information and participating in career information programs.

A pertinent guideline is given by Dugan:

. . . vocational guidance is not measurement, arbitrary classification, and distribution of potential manpower. Effective vocational guidance must take account of the values and goals of the individual--his right and his responsibility for self-decision. This is best accomplished by helping each youth to understand more accurately both himself and the world of work. (7:15)

Computer Assistance

Computers can be used to provide the student with information concerning occupations and himself and lead the student through preliminary decision-making processes. (2:29-31) The counselor is thereby allowed more time for working with students whose problems require the expertise of a professional counselor. Such a program, call Computerized Vocational Information System, is being tried as a joint project between Willowbrook High School and College of DuPage in Glen Ellyn, Illinois. Briefly, the computer stores the permanent records of the students and information about approximately four hundred occupations. The students have access to the information by means of terminals, which consist of an IBM typewriter and cathode ray tube. The student is lead through a limited self analysis, selection of an area of interest, and finally tentative selection of an occupation. The computer compares job requirements with the personal information on the student and encourages

or mildly discourages the student. A print-out of the interview is available to the student through the typewriter. The computer refers the student to the counselor at various points in the exchange. (12)

Teacher Involvement

Much controversy exists as to whether or not teachers should be included in the counseling of students. Frequently the problem is only one of semantics; one of agreement on the difference between "advising" and "counseling." Some believe that all counseling and advising should be done by faculty members and counseling should be done by professional counselors. Still others believe that both advising and counseling can be done adequately by both teachers and professional counselors. (1:46-57) There is agreement, however, that if professional counselors are to do all advising and counseling, the counselor-student ratio must be low. (9:40-2) There is agreement also that, if teachers are to be called upon to advise and counsel students, those selected must be willing and capable of counseling and must be given released time so that they may do an effective job of both teaching and counseling.

Alumni Involvement

Effective counseling and involvement of the community in the operations of the junior college can be accomplished simultaneously by inviting successful alumni to participate in student assemblies. As suggested by Storer (9:41-42), alumni who are successful in fields in which the student body has expressed major interest would be "invited to return to the campus and share information about their careers with current students." (9:41) At a general assembly one alumnus would

Speak briefly on specific facts concerning career choice, then the students would go to small groups in which various alumni would discuss a variety of occupations. Two identical sessions would be held so that students could learn about more than one occupation. The alumni should be briefed on the types of questions to expect and urged to have discussion rather than lecture-type meetings.

Adult Students

Special effort should be made to counsel adult students who wish to or are being forced to explore new occupations because of dissatisfaction with an occupation or because of being displaced by automation. If counseling services are not being provided during the evening at all locations where classes are being held, the counselor should exert leadership in an effort to provide such services.

Adequate Time for Counseling

The counselor must have adequate time in order to do an effective job of counseling. Storer believes strongly that

The college must provide resources for the students to turn to for answers to their questions about vocations: a trained counselor, with time to see individuals, interested and knowledgeable in the area of vocational counseling; a vocational-interest testing program; and a college-level library of occupational information.

But foremost among these things, the college must provide the time for the counselor to discuss with students results of tests, tentative career choices, appropriate next steps in the educational plan, and other related factors. (9:42)

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STUDENT FINANCIAL AIDS IN THE COMMUNITY COLLEGE: SOME BASIC CONSIDERATIONS

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Between the years 1963 and 1966, one hundred and thirty community colleges were organized and more than two hundred will be started in the next two to three years. Since 1958, when the federal government passed into law the National Defense Education Act, our government has been increasing its efforts to offer aid to various aspects of the American educational system, including financial aid to students who attend community colleges.

Due to the tremendous growth within higher education and the growth of means of supplying financial aid to the students in higher education, it is necessary for the emerging institutions in America, primarily the junior colleges, to examine the major student financial aid programs offered by the federal government. Attempts should be made to increase the effectiveness of local community college student financial aid programs through the use of these federal monies for many potential community college students find the "open-door" somewhat closed to them because of their personal financial situations. Accessibility has financial as well as geographical implications. If, through the use of federal student aid programs, the "open-door" remains open and the college becomes more accessible to students, the community college student personnel services have an obligation to become fully informed on this aspect of federal aid.

The major federal programs can be divided into the following primary areas: loans, work study and grants, scholarships and fellowships. These three areas are administered by the United States Office of Education. However, additional assistance programs are offered through other agencies of our federal government. The following summary indicates the major programs in student financial aid in higher education, particularly for undergraduates.

Loans for students are presently authorized by the Higher Education Act of 1965 as amended in 1968 and the Health Manpower Act of 1968. Under HEA the common programs are the Guaranteed Loan, National Defense Student Loan and the National Vocational Loan. The Student Financial Aid Section of the Bureau of Higher Education, Office of Education, District Office is the agency to contact for information. The Health Manpower Act is an omnibus bill. It involves loans, scholarships, grants and construction monies. It also incorporates all the health professions into a single area of financial aid. The contact here is the Public Health Service, HEW, Regional Health Director for Manpower, District Office.

The College Work Study Program is authorized by the Higher Education Act of 1965 as amended in 1968. This program helps the institution provide jobs for needy students. The work study program is administered by the Student Financial Aid Section, Bureau of Higher Education, OE, District Office. Information can be readily received by contacting this agency.

The third area of federal aid to students is in the form of scholarships, grants, and fellowships. Again, the two major acts involved are the Higher Education Act of 1965 and the Health Manpower Act of 1968; however, another act, the Education Professions Development Act of 1967 also provides for aid of this type. These acts are concerned with the health professions, scholarships, grants, and various stipends for preparing heads of households and professional training. The contact for the Education Professions Development Act is the same as for the Higher Education Act of 1965 as amended in 1968.

Other related federal programs are administered by the Veteran's Administration, the Social Security Administration, the Social and Vocational Rehabilitation Service of HEW, and the Department of Labor. These agencies should be contacted to ascertain whether their programs would be applicable and appropriate for the local student financial aid situation.

Newly established institutions should make a special effort to ascertain what programs are available as well as the process involved in making these programs available to the students that it serves. Having identified the major programs which are available through the federal government for various institutions of higher education, it is necessary to determine the types of institutions that are eligible for each of the programs. The Department of Health, Education and Welfare, through the U.S. Office of Education, has published a list of nationally recognized accrediting agencies and associations. This list, dated February 1969, is extremely helpful in evaluating the local situation in terms of institutional eligibility for various types of student aid.

REGIONAL ACCREDITING ASSOCIATIONS AND AGENCIES

1. Middle States Association of Colleges and Secondary Schools
2. New England Associations of Colleges and Secondary Schools
3. North Central Association of Colleges and Secondary Schools
4. Northwest Association of Secondary and Higher Schools
5. Southern Association of Colleges and Schools
6. Western Association of Schools and Colleges

NATIONAL SPECIALIZED ACCREDITING ASSOCIATIONS AND AGENCIES

1. Accrediting Association of Bible Colleges
2. Accrediting Commission for Business Schools
3. The American Association of Collegiate Schools of Business
4. American Association of Nurse Anesthetists
5. The American Association of Theological Schools
6. American Bar Association
7. American Chemical Society
8. American Council on Education for Journalism
9. American Council on Pharmaceutical Education
10. American Dental Association
11. American Library Association
12. American Optometric Association
13. American Osteopathic Association
14. American Podiatry Association
15. The American Public Health Association, Inc.
16. American Speech and Hearing Association
17. American Veterinary Medical Association

18. Association for Clinical Pastoral Education
19. Council on Medical Education of the American Medical Association
20. Council on Social Work Education
21. Engineers' Council for Professional Development
22. Liaison Committee on Medical Education
23. National Architectural Accrediting Board
24. National Association for Practical Nurse Education and Service, Inc.
25. National Association of Schools of Art
26. National Association of Schools of Music
27. National Association of Trade and Technical Schools
28. National Council for Accreditation of Teacher Education
29. National Home Study Council
30. National League for Nursing, Inc.
31. Society of American Foresters

OTHER

1. New York Board of Regents

The community college should determine which of the programs they have that are accredited by any of these agencies, so that the appropriate eligibility forms can be properly filled out. The forms may be obtained from U.S. Department of Health, Education and Welfare, U.S. Office of Education, Bureau of Higher Education, Institutional Eligibility Section, Washington D.C., 20202. This section of the Bureau of Higher Education is responsible for certifying that the programs under which funds are released will be awarded to accredited institutions and programs. To determine whether or not the institution is eligible for a specific type of program, it is necessary to see whether or not your community college has been accredited or is presently being considered for accreditation by any one of these agencies. The institution should then apply to the Institutional Eligibility Section for the application form required for participation in the various aid programs.

Prior to applying for any program, the financial aid officer of the institution should have assembled the following information: (1) What programs are available, (2) Who is eligible for these programs, and (3) What are the sources of assistance and information.

These questions can be answered and valuable assistance obtained from the various regional offices of the U.S. Office of Education. Secondly, the institution through its financial aid officer should contact an established community college, four-year college or university financial aid officer and seek relevant information from him. This source is extremely valuable, for a practicing office can alert the new institution to the many facets of financial aid.

After having identified the various federal financial aid programs directly or indirectly available for students, determining whether or not your institution is eligible for the programs, and having made application for them, the institution is well on its way to establishing an effective student financial aid program on its campus. The federal programs are not the only ones available for community colleges, but they are a start. The process that the school has followed will increase its ability to identify new programs which could evolve. Valuable contact has been made with the U.S. Office of Education,

with the area four-year college or university and with the various agencies which sponsor major programs in student financial aids throughout the United States. These contacts become increasingly valuable as new programs are made available and the institution begins to implement the programs for which it is now eligible.

UNITED STATES OFFICE OF EDUCATION REGIONAL OFFICES

Region I	Region II	Region III
Boston, Mass 02116 (617)223-6870	New York, New York 10004 (212)264-4370	Charlottesville, Va. 22901 (703)296-1323
120 Boylston Street	Room 1200, 42 Broadway	700 East Jefferson St.
Connecticut Maine Massachusetts New Hampshire Rhode Island Vermont	Delaware New Jersey New York Pennsylvania	District of Columbia Kentucky Maryland North Carolina Puerto Rico Virginia Virgin Island West Virginia
Region IV	Region V	Region VI
Atlanta, Georgia 30323 (404)526-5087	Chicago, Ill. 60607 (312)353-5215	Kansas City, Mo. 64111 (816)374-2276
Room 404, 507th Street, NE	712 New Post Office Bldg. 433 W. Van Buren Street	Federal Office Bldg. 560 Westport Rd.
Alabama Florida Georgia Mississippi South Carolina Tennessee	Illinois Indiana Michigan Ohio Wisconsin	Iowa Kansas Minnesota Missouri Nebraska North Dakota South Dakota
Region VII	Region VIII	Region IX
Dallas, Texas 75202 (214)749-2635	Denver, Colo. 80202 (303)297-3544	San Francisco, Calif. 94102 (415)556-4921
114 Commerce St.	Room 551, 621 Seventeenth St.	Federal Office Bldg. 50 Fulton St.
Arkansas Louisiana New Mexico Oklahoma Texas	Colorado Idaho Montana Utah Wyoming	Alaska Arizona California Guam Hawaii Nevada Oregon Washington American Samoa

AGENCIES OTHER THAN U.S.O.E. WHO ADMINISTER AID PROGRAMS

1. National Institute of Health
Department of Health, Education and Welfare
Washington, D.C. 20202
2. Public Health Service
Department of Health Education and Welfare
Division of Health Manpower
800 N. Quincy St.
Arlington, Va. 22203
3. Social and Rehabilitation Service
Department of Health, Education and Welfare
Regional Office (see chart on Regional Offices for
address in your area) (also, see Regional Offices
for city and address in your area.)
4. National Science Foundation
Washington, D.C. 20202

This is by no means an exhaustive report on how community colleges can initiate a student financial aid program. Various other agencies, private and public, also have valuable assistance to render. As the college goes through the process of understanding and implementing their programs, they will become aware of these agencies and can use the services they make available.

Many state governments, for instance, have financial aid programs available for community college students. In Illinois, the Illinois Veteran's Scholarships are available. New York has its Scholar Incentive Program Awards. Florida has a state program of student loans. The local community college foundation should also be considered as a primary source of student financial help. If the local community college does not have a foundation, the student financial aid official should take the initiative in instituting a local agency of this type. Having implemented these programs in the junior college, the college will be able to better serve its public by making available to them financial assistance which might not have otherwise been present.

PREPARATION OF THE JUNIOR COLLEGE TRANSFER STUDENT :
ENGLISH

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The growth of the junior colleges was for a time a source of some concern to university faculties. As we anticipated the time when a very large part of our junior classes would be composed of junior college transfers, we wondered if these transfer students would come to us with adequate preparation to deal with junior level work at the university. At this point I can say that I am unaware of any study which shows that the transfers are at a significant disadvantage, and second thought suggests that this should not be surprising.

The junior colleges have two advantages over the universities. In the first place, since they teach only freshman-sophomore courses, teachers in the junior colleges are not faced with the temptation to neglect these courses in favor of their upper level teaching. Similarly, departmental administrators are not faced with the temptation to increase class size at that level in order to make possible smaller classes at the junior-senior level. Secondly, junior colleges are inevitably smaller than the multipurpose universities to which they send their graduates. As a result, it should be possible for them to give more attention to their students than freshmen and sophomores can get at universities which have enrollments of 20,000 or more. Instead of worrying about the quality of junior college education, universities would do better to examine the quality of the education they are giving

their own freshmen and sophomores.

But whatever advantages they have, the junior colleges must still give careful attention to the question of specific goals. Assuming that we are limiting our discussion to the education of the university bound student, precisely what should the junior college English teacher attempt to do for him? Unfortunately, you will find that there is no agreement on this question. Perhaps the presentations that follow mine will make that clear. However, since this assignment was given to me, you will have to put up with my approach to the problem. Since I will inevitably be trespassing on the grounds to be covered by the two later discussions, I will make my remarks as brief as possible.

I would like to consider three areas: the reading of discursive prose, composition, and the reading of literature.

The program for the English major at the typical university is lacking in orderly progression and gradation. It has been impossible to determine with broad agreement what belongs first, what should come afterwards--building on the first course and preparing for the next, and so forth. As a result, there is an inadequate distribution of responsibility. The teacher of any advanced course can never be sure of what he may expect his students to know, and he has an insufficiently clear sense of his own responsibility in the educational process. Therefore, he takes refuge in teaching his specialized subject matter, and grumbles extensively about what his students don't know. Of course, if he could make his principal concern the students instead of his area of specialty, then instead of grumbling he would cheerfully teach them

what they don't know. But since he has "so much material to cover," he can't possibly take time out to make sure that his students will understand what he teaches.

Now I would like to suggest that the junior colleges can make possible a distribution of responsibility, and if they do this, they will make a great contribution to the education of the English major. I would ask them to undertake the responsibility for teaching our students the fundamentals of the discipline, not a body of facts but a body of techniques and concepts. Since the senior college teachers assume the student has this knowledge, the junior college teacher can best serve the student by giving it to him.

In dealing with the reading of discursive prose, we face the great danger of taking too much for granted. What seems most obvious to us is a great mystery to our students. Therefore, we must get down to fundamentals. How many junior college graduates, and how many products of the freshman-sophomore years at a university, can read a paragraph with adequate understanding? Not many, I fear. Here is where we must begin our often laborious task. Can the student explain the function of each sentence in the paragraph? Can he explain the relationship of one sentence to another? Does he recognize the function of each transitional term? Can he find the topic statement and see with ease how that statement is developed in the paragraph? Can he then move from one paragraph to the next and discover the relationship between the two, and can he show how that relationship is established? Once he can do this, he is prepared to read an essay or even a whole book, but if he can't, then he may read through books but never read books.

Once the student's reading has led him to some discoveries about the logic of language, he should be able to apply these discoveries to his own writing. I will use my limited time as an excuse to skirt the vexing problems of the composition course, which will be discussed with you later, and I will only make one or two suggestions. The one thing which it ought to be possible for all of us to teach in freshman English is the logic of organization. I am far from sure that it is profitable to demand much in the way of content, or the extended development of ideas, from our freshmen. If some can give this, wonderful. But in teaching the average student we should be greatly thankful if by the end of the semester they can show an understanding of organization. If each paragraph reveals a logical relationship in its sentences, and if the paragraphs themselves are related to each other in an intelligible fashion, we have a right to feel that we have done something very important. The student who can do this deserves our praise. And if he gets enough of our praise, the habit may remain with him even after he is done with freshman English. We must make our students write as much as possible, and we must not neglect to indicate where they depart from the norm of educated practice, but I think we contribute very little to their ability to proceed with their education if we put our primary emphasis on mechanics.

It is in the teaching of literature that we face our greatest challenge and severest temptation. Since we have sat at the feet of so many experts in the fields of literature, since we have amassed in our notebooks and memories such a body of information and erudite

explication, since we may ourselves aspire to become experts in periods or fields, 17th Century men or Tennyson men, we want to unload our learning as soon as we can find an audience. A novice teacher in his first literature class reminds me of Fra Lippo Lippi when he was given permission to paint.

Thank you! my head being crammed, their walls a blank,

Never was such prompt disemburdening.

When we plan the sophomore level course, we envisage one which will satisfy our own interests--a history of literature, a course in Shakespeare, or whatever specialized course the curriculum committee will let us get away with. And when we find that our students don't seem to like poetry or care about the differences between neo-classicism and romanticism, we put it down to original sin. But who has ever bothered to discuss with these students the nature of poetry? Who has ever introduced them to the most fundamental problems of the theory of literature? Who has led them to understand that the process of reading a work of art is very different from that of reading a text book? Who has taught them what questions are relevant to a poem and what questions are at best tangential? Certainly not their high school teachers, who are themselves ignorant in these areas. And when they come to the university, their teachers are likely to assume that they know all this. Let me assure you from personal experience that opening the students' eyes to what they have ostensibly been studying for a long time is a truly exciting experience, both for the teacher and the student.

Here then is the golden opportunity for the junior college teacher. I beg you to brush aside the ambition to become a Coleridge man and become instead a poetry man. Instead of aspiring to teach a seminar in

D. H. Lawrence, aspire to teach your students the nature of the novel. Leave history to those who are lost in it and devote yourself to art. I think you will find greater fulfillment here, and I know you will do the greatest service to your students.

In brief, I am suggesting that the junior colleges can best prepare their students for transfer by giving them the tools they will need in the university. Some junior college teachers may themselves have to retool to do this job well, but there are few more absorbing and worthwhile experiences.

SOPHOMORE LITERATURE AT NORTHERN
CONTENTS, METHODS, GOALS

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I wish to say something about the way sophomore literature is taught at Northern, and to suggest some ideals which might guide those who teach such courses. But I am not at all sure I can do that. I have found, first of all, that I do not know much about the way my colleagues teach, and so I have had to interview a number of them in an effort to find out, with indifferent results. But the second problem is perhaps more serious: I find I have a certain distrust of the effort to articulate "ideals." Since grade school, I have instinctively disliked the kind of person who talks loftily and theoretically about education. In fact, I seriously question the motives of those who have developed the so-called core curriculum, or general education program. I've heard most of the arguments for such programs, and, of course, nearly every college has one- but I simply do not believe that teachers know a great deal more about values than their students do. They should, of course, know a great deal more about the subject matter they are supposed to teach, but that is another matter entirely. The value judgments upon which the core curriculum is based are certainly open to question. I am not so certain as Socrates that I know the purpose of education, despite the fact that I have heard a great many "statements of purpose."

It seems to me that many of the courses demanded of students in their first two years are on the required list partly as a result of interdepartmental rivalries. Everyone wants to be considered "basic." There is always a rationale to justify more inclusions, until the freedom of the student has been reduced to almost nothing. He must, willy nilly, swallow a dose prepared by his elders, who always claim they give it to him for his own good, though this is hardly more believable to the college sophomore than to the toddler stretched across his father's knee. I think there are grave risks in allowing ourselves this pose of pompous wisdom. Students, like other people, do not tend to like what they are told is good for them. They enter their classes eager to get them over with, and the attitude is contagious enough to affect the teacher sooner or later.

I think, then, we would do better to let the student choose pretty much whatever appeals to him. Of course he will start by taking the popular courses; and when he has been around, he will choose teachers rather than courses. Frankly, I cannot see that either of these tendencies is bad. Certainly it is better for the student to be pleasurably involved in learning something, anything, than to be busy resisting something that is "good for him." It is up to the teacher, not the curriculum, to sell the subject, to make it relevant, even "popular." What is so sinful about popularity, anyway? I do a good deal of "popularizing" myself, and when I fail to interest my students (which happens often enough) I don't try to pretend that I have been casting pearls before swine.

Perhaps, then, I am unfit to discuss the ideals of teaching sophomore literature. But I can tell you something about how it is

taught at Northern. Except in American literature, where the whole undergraduate offering is pegged to the sophomore level, the Northern English major does not take survey courses. I think this is too bad, because the survey offers a very convenient cafeteria, and if it is well taught it may help an undergraduate to discover his interests. Personally, I am not in the least interested in "broadening his mind," but I would like to interest him in literature. I have found, by following some of my students in the years I've been at Northern, that a number of them decided to major in English after taking a survey course. The most popular offerings here are two one-semester courses, in the "masterpieces" category, one in English and one in American (I teach the English survey). When I polled my colleagues in an effort to find a consensus, I found little agreement on methods, and even less on goals, but a very satisfactory uniformity in content -- not because everyone agreed on the "great works," but because the department demands a certain uniformity in the selection of textbooks. In the English survey, for instance, nearly everyone taught Beowulf, The Canterbury Tales, Hamlet, The Faerie Queene, Paradise Lost, Gulliver's Travels, a large dose of Wordsworth and Coleridge, and a novel of some kind, either 19th or 20th century. I call this the "monuments" approach, a term which has a number of appropriate associations with graveyards.

If the contents are the same, the methods used in teaching them are not, though I found some areas of agreement. Most of my colleagues agree with me in rejecting gimmicks, or "teaching aids." The whole business of generalized, classified, pre-programmed movies,

records, slides, and so on, seems to us cumbersome, static, and restrictive. We think that most college students have some powers of imagination, and that real involvement in learning is spontaneous and personal, something that happens in the give and take of a classroom full of living souls. Teaching aids, somehow, almost always project an atmosphere of mass production.

All of us confess to lecturing sometimes, though we are all properly conditioned to think that lecturing is bad. We do it primarily because we find it the quickest way to get essential information across. Survey courses allow relatively little time for the Socratic method.

We are also indoctrinated with the virtues of a close reading of the text, and we all do it, at least some of the time, but many of us are less than convinced that explications are the best way to approach literature. For one thing, our students do not seem as easily awed as they once were by literary disciplines. Most of them are engaged in collecting experiences, which may or may not include intellectual experiences. When literature appeals, it does so because it confirms what they are finding out for themselves, or because it offers a look at life which they hadn't considered before. They know very little of the sort of stuff needed to make a "rich" use of those ambiguities, ironies, and tensions which delight Brooks and Warren. A frank emphasis up on the ideas, that is, upon the philosophy, history, and even morality involved in a work of art, seems to involve them more.

Finally, we all seek to provoke a response from our students, and of course we do it in different ways. I can't speak knowledgeably here of anyone but myself, but at some risk I shall confess some of my methods. The first, and in many ways the most effective, I shall

have to characterize as an appeal to prurient interest. Such interests are a pretty basic part of a student's curiosity, and they are certainly catered to elsewhere, by movies, television, the news stand. I deliberately emphasize the bawdy in Chaucer. I do it partly to purge the musty odor which surrounds English literature after legions of lovely old ladies have laid it to rest, with rosemary and lavender, in their high school classrooms. I do it partly to prove that Chaucer is not one of those faded panels in a medieval triptych venerated in a museum. Chaucer's people, of course, are just as human as the inhabitants of any ladies' club, and I see no reason why my students shouldn't snicker in the classroom over the Miller's Tale. It's a perfectly honest reaction. The tale is first of all a funny, dirty story. Of course it has redeeming social values, and I make a good deal of them, but only after the snickers die away. The satire, the irony is a product of reflection, not reaction, and reaction comes first. Then you may demonstrate that even a dirty joke may be an artistic vehicle, that it may tell you a great deal about life in Chaucer's or any day.

The second of my methods I call the phony crux, phony (in deference to your scholarship) because the problems I raise in regard to the study of Beowulf, Paradise Lost, and others, are old war horses, enshrined by long bibliographies of bickering. But they are fresh to my students, and their appeal, like that of the cliché, is that they have seemed good or important to a great many people. In the study of Beowulf, for instance, I appeal to my students' Sunday School backgrounds. I explain that the story is about a pagan hero who represents an old barbaric culture (described about 200 A.D. by the Roman historian Tacitus), but that it was written after the conversion of the Anglo Saxons to Christianity, and thus by a nominal Christian for a nominally

Christian audience. How has the author's Christianity compromised his subject matter? Is he falsifying the culture he describes? Does he make Beowulf into an image of Christ? Or is he only nominally Christian, a secret admirer of the good old pagan days? (Or, perhaps is our author like Barry Goldwater, creating an ethic that never existed from the evidence of an idealized past?) When we get to *Paradise Lost*, I dig up the old argument about Satan. Is he a rebel like Prometheus? Is he unjustly treated? Is he more admirable than God, as Shelley thought? If you were in heaven on the fateful day, would you follow Satan or cling to the skirts of the Almighty? (Do you feel the same way about Eldridge Cleaver?)

These things work for me, I think, because they involve large questions that seem relevant to the issues my students have heard about in the mass media.

Finally, I sometimes issue a rather outrageous challenge. I tell my students, in approaching *Paradise Lost*, that none of them knows anything about Christianity, and while it may very well be a dead religion, the real article bears no resemblance to the stuff that pours from the modern pulpit. Obviously, I say, none of them will have read the Bible, and yet some of them will have the audacity to say they are Christians. I challenge them to explain Milton's theology, representing the poet as the last great synthesizer of Christian culture. This leads, at least sometimes, to a hot discussion of Puritan, Protestant and Catholic dogma, and I think of it as more relevant than studies of style, structure or imagery. After all, Milton's own contemporaries read his work as an exercise in their devotions.

If I were forced, despite my disinclination, to articulate some goals, I should limit myself to two. The first of these is certainly the least in importance. It might be good, in teaching a survey course, to show the students that the study of literature is at least an art, though it assuredly is not a science. We can do some textual explication to demonstrate the method, mention some of the disciplines of research (like that of the folklorists who have contributed so much to our understanding of Beowulf), and generally demonstrate the virtues of some subtlety in reading. But these are secondary and expendable goals. The most important thing, it seems to me, is to convince the student that literature offers him something worth knowing, something that may provoke him, stimulate him, even force him to change his life. I have no illusions, of course, about the level of my accomplishments. I tell my students, hopefully, that some of them may be stirred, may find in the course something really worthwhile in a personal way. But at the very least, I assure them, they'll pick up something arty to say at a cocktail party.

NEW DIMENSIONS FOR RHETORIC
101

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In an age such as ours, so fast-moving, so technically advanced, so infested with hypocrisy and social restraint, and so void of personal relationships, it hardly seems irregular for such a large number of people to feel such a need for structured, Sensitivity training, for the sole purpose of getting to know oneself in relation to others. Objectively speaking, however , it is preposterous that a formal structure needs to be created to effect a sensitive, aware, human being - a product which should result from a person's everyday encounter with life.

Acknowledging the fact that, generally speaking, this aware, sensitized human being, who can perceive intellectual relationships, who can establish human relationships, and who is himself a competent human being, has not emerged as a result of everyday encounters, and realizing that there is a wide-spread willingness on the part of the individual to admit a need for understanding, we, as educators, have a grand opportunity to reach thousands of students on a college campus, where they spend many hours of their time daily. It is our responsibility to experiment with educational approaches which can render education relevant to human beings, and to create, not just simulate, real experience - an existing situation in which both the student and the instructor can become involved. This necessitates the exchange of the teacher's refuge, his yellowing notes and trusty lectern, for extemporaneous social inter-

course in which the real teacher stands and the detached God evaporates. This may even require (heresay) the incorporation of some humanistic psychological and counseling principles into 'academia'.

Rhetoric 101, undeniably the No. 1 killer of college students at any institution, in spite of a rapidly changing world of ideas, has remained intact, for the most part...sacred ground invulnerable to change. Even though prescriptive grammarians are encountering serious questioning over the infallible rules governing the split infinitive, sentence-end prepositions, and the use of the possessive case, English is still taught as an abstract skill course in relation to the structure of the language rather than as a practical tool for expressing ideas effectively. The method of teaching abstract rules in isolation was effective on students who could and would grasp abstracts, students for whom grammar rules were merely a concretization of their English language environment; it is, however, becoming increasingly unpalatable for a heterogeneous, questioning, twentieth century student body. The consequence; a phenomenally high flunk-out, fall-out rate. It should be noted that the high flunk-rate is not always a legitimate assessment of the student's ability, since university English departments admittedly use this course, (rarely, of course) to weed out numbers of students from an over-crowded university.

Weeding out is only one of three alternatives for protection of the university image, as listed by Burton Clark in his The Open Door College. The first is selective admissions which allows only the success-bound student to enter the university. The second is elimination through internal devices, in which the staff uses the first year to weed out the 'incompetent'. (We have to let them in, but we don't have to keep them.) The third is directing the failure-bound to the junior college - a suitable instrument for 'cooling out' the incompetent.

Clark's perception of the junior college as a screening agent for the university, certainly insures an open door for the failure-bound, but unfortunately that door opens onto a dead-end passage...a gentle stalling and finally a tapering out. This open door gives the student a chance, through counseling, to become familiar with the new concept of self he will have to accept before he is absolutely sure he will have to accept it.

This philosophy conveniently frees the university from painful realization that the student may not be the sole cause of incompetency, and that other factors, such as required curriculum, isolated subject matter, and impersonal, ineffective instruction may have been handsome contributors to the element of incompetency.

As a reaction to Clark's negative attitude toward the junior college, I propose that the junior college identify its purposes in a positive way, admitting that traditional measures can not succeed on the new breed of student which composes the junior college clientele, (pardon the sterile implications of the term) by accepting this educational challenge, devise new and better ways through counseling and relevant personal teaching, of not consoling the failure-bound students, but counseling them into success.

It seems presumptuous of educators at any level to "cool out" the latent terminal, incompetent, or any other type of student unless they can offer the incompetency of the student as the sole cause of academic failure. Until this time, I recommend that we educators "cool out" our incompetent, improve our attitudes, open our minds, and upgrade the quality of instruction in order to fulfill the vocalized philosophy of the junior college before we pass judgment on student incompetency.

Because of the recent trend of universities to relegate the total responsibility

of Freshman Rhetoric to the emerging junior college, English composition seems to be a likely target for reform. The question arises: How can the junior college educators best teach English composition to the heterogeneous student body admitted through the open door? Inherent in the philosophy of the open door is the hope for a second, as well as a previously inaccessible first chance at education. Since the junior college is inhabited by what Pat Cross defines as a new breed of student, who cannot and will not "buy" a rule merely because it's a rule, (the disciples of "if it communicates, it's acceptable") we need to take a long critical look at English composition courses as they exist now, and as they must be transformed if we seriously plan to make the open door and its implications for the individual student a reality.

Junior College English is the result of two strong forces: the open-door policy and university English departments. The very nature of the open door elicits the rise of remedial programs for students who needed further work in standard English. Tracking was the result. This fundamental English was an attempt to force down rules for the comma and semi-colon which the student had not been able to learn during 12 years of school. These students, who were tested and screened before finally being labeled 'remedial' - not on the basis of their minds but on their ability or lack of such to play the grammar game - were assigned to English 001 for three non-transfer credit hours in hopes of promoting at the end of a semester into transfer rhetoric 101.

The initial effort at differentiation was perhaps honest, but the designers completely overlooked the psychological block accompanying the non-transfer factor. Not only were the students forced to memorize 'stuff' they by now hated, but they were placed in a class with thirty other students who also

hated it, for the sole purpose of learning that 'stuff', AND, as a final blow, for NO transfer credit! The result was, and is, where remedial programs have not yet been scrapped by curriculum developers or revised by ingenious individual instructors, disastrous, as predictable.

Educators might benefit from a review of the Pygmalion theory of human expectation in which one person's expectation for another's behavior could come to serve as a self-fulfilling prophecy. Although not infallible, this theory gives some indication of the need, especially in the junior college, where many students have never experienced success, for positive encouragement and counseling rather than negative counseling.

From university English departments came the pressure to make junior college transfer rhetoric equivalent to that in the university; thus the traditional method of presentation was retained...grammar and rhetoric rules taught in abstraction. The student is encouraged to study the structure of the English language through past models and to modify or emulate that structure in his own writing. The fatal omission in this process is the applicability of this structure to the student's immediate need to convey his ideas. There have been enough individual success stories to suggest that the need to express an idea persuasively is not realized by the student until he first has an idea to convey, and second, is sufficiently committed to it to care about expressing it effectively. Grammar rules are meaningless, even if used in conjunction with examples, unless the examples emerge from the student's own ideas.

If these two major detriments are eliminated from Rht 101, the course can assume new dimensions. As long as we're speculating, why not incorporate this new dimension into an interdisciplinary general education offering: Relationships. It is time we stop merely providing, as a physical custodian should,

a warm place in the winter and a shade from summer heat. Relationships is a proposal for a realistic, practical cross-fertilization of disciplines in which no subject matter area is treated in isolation, but only as it incorporates and is incorporated by other subject matter areas, as they appear in the student's lives. (contemporary)

HOW IT WORKS - The course will begin with an initial presentation, whether it be lecture, movie, concert, art or document. It will attempt to begin where the student is...the present. After hearing this presentation, the twenty-five students and three instructors will proceed to examine the topic from all perspectives, using all available tools, media, and resource people. This investigation may lead to a movie, a book, a play, a sociological theory. or a philosophy. Home base is the seminar room. Absolutely no tight-fitting structure is super-imposed upon the learning process. The students may recognize a need to study a psychological theory in order to more fully understand D. H. Lawrence's "Rocking Horse Winner"; the instructor guide is there to direct them to Freud. Each initial topic will constitute one unit, and the length of each unit will be determined by the group of students and their needs; thus, the unit self-designs as it proceeds. Because of the intensity of the course, the student would receive 9 hours credit - Sociology, Rhetoric, and Psychology.

Student Responsibilities

1. Extend unit
2. Give direction to discussion
3. Deal with non-involved members
4. Suggest and invite specialists

Staff Responsibilities

1. Choose themselves
2. Present initial topics for unit
3. Act as resources
4. Delegate and counsel
5. Encourage student direction
6. Provide stimulation

Approaches

Lecture, Seminar, Conferences, Research, Field Trips, etc.

Method

"Immersion" - Student Involvement

Who Should Enroll. Terminal, Transfer, Vocational, Adult Ed., etc. These students should be fully aware, after counseling, of what the course will be like.

Perhaps in the future the course will have to be homogeneously grouped, but only AFTER heterogeneous grouping proves a failure.

Sample Initial Topics

BLOW UP

Participation Theater

Warhol Art

The New Beatles

THE WAR GAME

Playboy Philosophy

THE VISIT

LSD Religion

Simon and Garfunkel

BRAVE NEW WORLD

MARAT/SADE

Pope's Encyclical

Experimental Cinema

SILENCE (John Cage)

SOUL ON ICE

THE WRETCHED OF THE EARTH

President's Inaugural address

ARE YOU RUNNING WITH ME, JESUS?

The artistry of Biff Rose

PORTNOY'S COMPLAINT

SIDHARTHA

STEPPENWOLD

MEDIUM IS THE MESSAGE

Electoral College

Moon Voyage

ADVISE AND CONSENT

HAIR

The Poetry of Rock

The philosophy of Relationships is to de-emphasize grades and grade competition. Each student receives 9 hours of B each semester, provided all requirements are met successfully. A student may receive a C if all requirements are not met successfully, but students are asked to withdraw, rather than incur the penalty of D or F. A grade of A may be earned by extended original work. The system offers a built-in advantage over the traditional grading system, to the students who have, as their personal histories reveal, made low grades. These students enter the course with no fear of grades, but with the incentive to fulfill requirements by involving themselves in the work.

Written Work - Written work should evolve naturally from the students' interests, and since the papers do not receive letter grades, the students can concentrate on demonstrating enthusiasm and conviction about their own ideas. A writing clinic is available to the students, who find writing papers a frightening experience. The clinic will be composed of a full-time instructor and many types of audio-visual aids to writing.

Advantages of Flexibility - Relationships, a concrete remedy for the complaint of irrelevancy in education, allows the student, without the fear of grade failure, to become totally involved in an educational experience that far exceeds the limits of the classroom or even the campus. This course is desirable at all levels of education, but is particularly appropriate to the junior college for the simple reason that the junior college, by admitting "all" students is the "hot spot" in 20th century education. The junior college, being more youthfully pliant than its university sister, can incorporate new ideas in education into the existing system. Only when we succeed in offering this new breed of student the type of honest and challenging education he is demanding, without being haunted by transferability based on

the identical nature of courses, will the university be confronted with the products of the junior college system, and as a consequence, be forced to modify their own system of education. Non-isolated learning, in which the student can actively participate, can be a type of relevancy synonymous with the junior college, if the junior college will accept the challenge to re-evaluate its purposes, renovate its programs, and sign a release for a mandatory face-lift. The kind of learning experience suggested in Relationships, the junior college philosophy in tangible form, demands imaginative instruction, flexible curriculum planning, vocal student personnel services, and far-sighted administration. Until junior college teacher training programs are plentiful, and junior college faculties will continue to house parasites who are not aware or even slightly 'turned on' with the unique function of a junior college. (Their thinking is as follows: "Although there are no hourly bells, it requires only a masters and it pays well.") As they register the vibrations of the student body, the student Personnel services seems to be in perfect position to try to communicate the nature of the junior college and the particular institution to faculty members, either in group or individual encounters. Counselors, who are often expected to perform miracles single-handed, could indeed be more effective if they were strongly supported by a teaching faculty who could uphold the junior college philosophy in the classroom. In turn, the individual instructor could reach many more students if administrators could not only resist being threatened by new ideas in education, but even encourage progress.

The effectiveness of a course such as Relationships will result from nothing less than a total junior college commitment.

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